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ABSTRACT

The information and strategies in this notebook consist of research data and strategies designed to implement educational change related to sexual and racial limitations. This project is a collection of existing materials and strategies that can be used by classroom teachers and staff development planners. This packet also contains background information about the process of change as it relates to sexual and racial discrimination in public education. Such techniques as role-playing, psycho-drama, role reversal, and value clarification are used to produce attitudinal and behavioral change. These strategies are packaged for use by any group from elementary to adult education. (PJC)

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TOWARD EQUALITY

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TOWARD EQUALITY — KEY FOR ACTIVITY SHEETS

Title of Activity

Target Age Level	Target Class	Change Target
Upper Elementary, Secondary, Adult	Home Econ./Social Stud./Staff Develop.	Attitude, Awareness, Behavior

Objective:	Stated objective for the activity.
Rationale:	Reason for selecting the activity.
Materials:	Materials needed to conduct the activity.
Activity:	A detailed description of the activity to be performed.
Tips:	Suggestions for optional additions to the activity.

TOWARD EQUALITY: INTRODUCTION

"Sexism is just like racism; it's all around
us and it's there in very subtle ways."

Equality of opportunity is the fundamental goal of our schools and our democratic society. We are all responsible for bringing about the necessary changes in our educational institutions which will help eliminate practices that discriminate against anyone on the basis of sex or race.

Change does not come about accidentally. Like any established institutional setting, schools are slow to change. But to assume that schools can do nothing to change societal role stereotypes or to help children accept others whose cultural background is different from their own, is to assume that schools are always followers, never leaders.

Unfortunately, much ethnic and sex stereotyping is done by well-meaning educators who are unaware of the thoughtless and ultimatly demeaning ways in which they limit the aspirations of girls and minority students and place inappropriate demands on boys.

These materials were gathered to help school personnel provide a more realistic education for their students. The need to assist children in accepting the diversity of ethnic and cultural life in today's urban society and the need to explore and evaluate the meaning of today's changing sex roles has become evident to forward-looking educators. Our past failures in these areas are evidenced by under-achievement, a high dropout rate, poor self concepts, and social maladjustment in many students and former students. Society pays the price for this kind of education in drug addiction, alcoholism, depression, job dissatisfaction, divorce, under-employment, prison maintenance, and mental illness.

In searching for the most effective methods to institute the needed changes, a variety of sources were researched. A general questionnaire was sent to all Dallas Independent School District principals to solicit strategies that had been successful in their schools; interviews were held with the Dallas Independent School District and local people who had been active in areas related to sex and race discrimination; conferences were attended that related to sex discrimination; existing literature was collected and researched for successful strategies and ideas; persons working with related projects at the state and national level were consulted.

Criteria for selecting specific strategies from those collected were established and approved by a highly competent advisory group. These criteria seemed to allow for selection of a wide variety of practical strategies that could be realistically implemented while approaching the problems from academic, attitudinal and behavioral categories.

Certain areas of the societal and educational system seem to be the most vunerable to sexism and racial discrimination. These include materials and textbooks; traditional job classifications; historical omissions and distortions; teacher attitudes, and extracurricular activities. Therefore all three age groups targeted by this project, -- adults, secondary and upper-elementary students, - will have strategies dealing with these problem areas.

One other essential for bringing about change in a school is the degree of flexibility in the institution. The ability of teachers, principals and administrative staff to act collectively will determine how well that system deals with pressing social problems. Some of the strategies developed for this project relate directly to creating an environment for flexibility and collective problem-solving. In the last analysis, these strategies may be the most essential for bringing about real institutional change.

These strategies are packaged for use by any (educational) group that might find them useful. The strategies have also been included in curriculum activities guidelines for the Dallas Independent School District. It is the intent of the Dallas Independent School District to improve the quality of education for all its students by offering a wide variety of choices in dealing with today's society in a very realistic manner. Myths do not prepare a student to face today's challenges. America is a culturally diverse society where respect for, acceptance of, and positive interaction with other groups and individuals, is essential to our nation's survival.

TOWARD EQUALITY: CHANGE STRATEGIES AND ACTIVITIES FOR TEACHERS

The information and strategies in this notebook consist of research data and strategies designed to implement educational change related to sexual and racial limitations. This project is not based on original research. It is a collection of existing materials and strategies that can be used by classroom teachers and staff development planners. This packet contains background information about the process of change as it relates to sexual and racial discrimination in public education.

Research has proven that informative lectures and audio-visual entertainments alone will not do the job. Research and experience has proven that techniques such as role-playing, psycho-drama, role reversal, and value clarification group interaction can help produce real attitudinal and behavioral change. Therefore, the strategies selected for this project allow for interaction among the participants; among the leader and participants; or, both.

The strategies in each packet were chosen from tested activities. The criteria established that these strategies should:

1. Acknowledge a range of individual value judgments within the participant group, and help participants replace distortions and myths with factual data.
2. Contain activities suitable for the age level of the participants.
3. Give participants an opportunity to be involved with one another and/or the group leader.
4. Contain a sufficient number of activities to allow the group leader flexibility in selecting an activity that meets the current needs of the group.
5. Include activities to bring about measurable change in behavior, attitudes, or awareness.
6. Be realistic in terms of equipment, materials, and personnel needed to carry out the activity.

7. Be implemented without extensive retraining of the teaching staff.

Many strategies were submitted by the Dallas Independent School District classroom teachers as they were proven to work successfully; some are adaptations of proven classroom techniques; and, others have been used successfully in schools other than the Dallas Independent School District. Many stragegies have been field tested by this project's staff in school and staff development settings.

These materials were collected by the Dallas Independent School District Personnel Development Department. The source for each strategy is credited at the end of each activity. Uncredited strategies were developed by Scherry Johnson.

THE SOCIALIZATION PROCESS AND EDUCATION

Schools are a microcosm of the broader society. Traditionally, schools have served as the socialization agent for children which prepare them to fill the adult roles necessary to our society. Paradoxically, learning, the schools' professed product, by definition involves changes in knowledge, attitudes, and skills.[1] Thus, the schools are trapped between two opposing goals - the unstated goal of preservation of the "norm", or status quo, versus the stated goal of preparing students for the world of the future.

Schools profess learning to be their goal, but too often they "teach institutional conformity and non-thinking".[2] Most school activities represent a passivity-training program for students. Childrens' individuality and creativity often is stifled through dependency on others for learning and demands for conformity.

Although schools state the promotion of equality of opportunity as a major goal, in reality they often perpetuate the inequalities in our society. In the broader society, a major theme of social reform for the past twenty years has been a quest for equality. Yet the gap between this professed goal, and today's realities of limited opportunities for many, is education's albatross. Schools tend to maintain the status quo by differentially socializing students on the basis of race, sex and social class.

The Resource Center on Sex Roles' summary of current research supports that the status quo in schools is perpetuated through the following vehicles:

1. Race and Sex Segregated Schools and Groupings.

   This type of grouping concretely demonstrates different expectations for these groups of students and reinforces stereotypical "scripts" that others envision for this "group" of students. This type of grouping often denies opportunity based on the individual student's interest and abilities. For example, sex segregation and grouping clearly differentiates expected job interests, and anticipated areas and levels of achievement.

2. Textbooks and Instructional Materials.

Although textbooks are primarily tools used to convey facts, data, and skill instruction, they also transmit social information which is often as important as the instructional content. Because of the aura of authority given textbooks as the officially prescribed body of knowledge, students are influenced more by the values and social concepts textbooks convey than by any other media. These materials present very difficult images of males and females and, too often, contain very restrictive sex roles for both. Although textbooks are the most important instructional tool, teachers also use many other kinds of instructional materials. These should be carefully selected to present realistic, unbiased views of males and females of all ethnic groups.

3. School Personnel Behavior.

The behavior of every adult working in the school (principal, bus driver, custodian, teacher, aide, counselor), gives students important clues about their self-worth and what people expect from them in the future.

4. Physical Education and Competitive Sports.

The development of physical, intellectual and social skills are inextricably related. Although the professed goal of physical education programs is to develop physical fitness and encourage a lifetime commitment to maintaining it, the reality is frequently quite different. Because schools often limit girls' participation in sports, by limiting teams and financial backing, (many schools spend ten times more money on boys' sports programs), girls get a clear message that strength is not important or desirable for them and that they are not worth the efforts of a strong physical development program.

5. Counseling and Guidance.

Counseling and guidance is the "delivery system" of the school curriculum, because the counseling process involves testing, student course selection, vocational guidance and personal counseling. Too often, the counseling program seems to sort students by race, sex and class into educational programs that limit, rather than increase, individual options. It is also important to remember that teachers are often a child's major counselor. For this reason, teacher training is equally as important as counselor training.

6. Extracurricular Activities, Honors and Awards.

These provide adult sanction and establish student expectations. The cummulative effects from years of overtly or covertly limiting participation in clubs, recipience of scholarships or honors, and delegation of teacher assigned tasks, based on sex or race, reinforce children's stereotypical images of themselves.

7. Status of Minorities and Women in the Education System.

Employment patterns of school personnel often provide the most tangible reinforcement for development of a child's aspirations. Role modeling is a primary method of socialization. Minority children and girls, who seldom see an adult from his or her racial, cultural, or sexual group in a position of authority, have difficulty seeing that role as a legitimate one to which they can aspire. They are channeled into considering only "what is" rather than "what my individual strengths and aspirations suggest".[3]

Failure to acknowledge the fact that schools do not treat all students alike, is both self-deceptive and non-productive. Inequalities exist in all schools. An honest look at color and gender limitations in our schools can sensitize us to the inequities which exist and can enable us to take action toward improving education for all students.

Learning results both from the formal process of instruction in the school and from the informal experience of living and working in the school. What and how students learn depends on the thoughtful, conscientious and often laborious efforts of educators.[4] These strategies were identified as tools which can help school staffs examine the problem, study the process of implementing change, analyze the "hidden curriculum" of the institutional structure, and guide students through similar processes at the appropriate student achievement level.

Some of the strategies in this packet are related primarily to problems of sexual discrimination; some are related primarily to racial discrimination; and, some are related to the overall school climate of the school social system. All of these strategies are related to the process of change.

These strategies were selected based on the following essential assumptions:

1. Gender-based roles have limited the full development of many students, male and female. Roles based only on sex often create adults with a narrow range of occupational choices and poor self-concept. Traditionally, our society has been based on a model of sexual inequality which assumes male superiority.
2. All students have the right to develop their individual potential regardless of traditional role limitations which are based on race, sex or ethnicity.
3. Educational institutions can be and should be leaders for societal change.
4. Beliefs steeped in tradition are highly resistant to change.
5. Much discrimination in the school is based on attitudes and behaviors so integrated into tradition that they are assumed to be natural and, as such, are "invisible" problems.
6. Change processes are sequential. Effective change requires vigilant support, exercised over a period of time, before changes in attitudes or behaviors are internalized by individuals.

7. The most effective change agent in an educational system is a team of adults, (principal, teacher, aide, parent), in the local school, who are dedicated to creating an atmosphere of honest, open communication, support for risk taking, and dedication to learning.

8. Effective learning programs must provide opportunities to explore, question, and act out new behavior.

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[1] "Teacher Education: A System for Change", Conference Notebook, The Resource Center on Sex Roles in Education, Boston, Mass., January, 1975.

[2] Freire, P. Pedagogy of the Oppressed. New York: Herder and Herder, 1968.

[3] Ibid.

[4] Forehand, G. A. and Ragosta, M., Handbook For Integrated Schooling, Princeton, N. J., Educational Testing Service, July, 1976, p. 3.

SEX-ROLE SOCIALIZATION: THE PROBLEM

To the Teacher:

Jo Freeman in an article entitled, "The Building of the Gilded Cage", has called attention to a problem we are often reluctant to admit: all societies, even ours, must control everyone's life to a degree if the society is to maintain its status quo. It is even more difficult for us to face the subtle ways that our own attitudes and lives are controlled by society; this is why it is often difficult for women to accept the fact that they are oppressed![1]

Society does not control a woman's alternatives, but it does control her motivation to choose any but a very limited number of those alternatives. This control begins early. It begins with the kinds of toys young children are given, the roles they see their parents live, and especially, the little actions that parents and teachers do every day that go un-noticed, but which profoundly affect the quality of a child's developing mind.[2]

Several studies show that boys and girls are treated very differently. While girls are not always encouraged to be dependent, usually they are not encouraged to be independent and physically active; this seems to reflect different goals. Since boys are expected to act on their environment, parents seek to constrain boys from harming the environment. On the other hand, girls are protected from the impact of the environment.[3]

Sex roles become more stereotyped and restrictive as children grow older.[4] Males and females who rate high in I.Q., creativity and originality are those who exhibit cross-sexual behavior.[5] For girls, some rejection of traditional sex-role stereotypes seems to be a precondition for development of achievement strivings and achievement in adulthood. In other words, the neighborhood "tomboy" is more likely to be the high-achiever as an adult...than is the "perfect little lady".

As teachers we must become aware of the important role we play in the socialization process of our students. Of all the important learnings that may take place in our classrooms, surely the most important is the image students form of themselves as they process our behaviors toward them.

In elementary school, a teacher generally has more influence over the lives of students than at any other time. During these early years, attitudes form which may, in part, determine children's futures.[6] Teacher behaviors especially influence a student's attitude toward her/his race and gender.

You have an important responsibility. Hopefully, this packet of teaching activities will help you face this awesome task.

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[1] Freeman, Jo., "The Building of the Gilded Cage", KNOW, Inc. Pittsburg, Penn., 1970.

[2] Freeman, Jo. Ibid., p. 1.

[3] Freeman, Jo. Ibid., p. 7.

[4] Stein, A. H. and Smithels, J., "Age and Sex Differences in Children's Sex Role Standards About Achievement", Developmental Psychology, 1969, pp. 252-259.

[5] Cradale, V. C. and Battle, E. S., "Correlates of Academic and Intellectual Achievement Effort", in Minnesota Symposia on Child Psychology, ed. J. P. Hill, Vol. 4, Minneapolis, University of Minnesota Press, 1970, pp. 36-37.

[6] Forehand, G., Ragosta, M., Handbook for Integrated Schooling, Princeton: Educational Testing Service, July, 1976, pp. 44-45.

CHANGE: A PROCESS FOR PROGRESS

To the Teacher: Very Important

These packets contain strategies designed to bring about educational change: changes in the long-accepted roles of males and females, changes in the way Americans prepare the young for adulthood, and changes in the way we value the different cultures within our society. Dr. Frances Chase believes that "a school must be judged by what happens to the individuals and groups which it reaches."[1] Today's society no longer will tolerate education that does not meet the future rather than the current and traditional needs of students. Future-conscious education is especially significant for minority children and females because their past education has deprived them of a future![2]

The very survival of a school as a viable educational unit may depend on how the staff can respond to change and how they evaluate proposals for action to meet challenging new social problems.

Toffler contends that students' images of the future and their attitudes toward it are much less important than their attitude toward change.[3] Some basic understanding of the change process itself, then, seems essential to the successful implementation of the strategies identified for this project.

The pressures that bear on the school have made change a slow process. Mort's studies show that traditionally an educational innovation, demonstrated as practical, took 15 years to reach the most progressive 3% of the school systems, 20 years to be widespread, and 35 years to win over slow adapters.[4] Toffler's later research proves that technological advances no longer allow educational institutions this luxury.[5]

If change is to take place, the routine (attitudes and behaviors) in the school must be made visible. Both teachers and administrators need to pay attention to what people actually do, not simply to what people in the school say they do or what they claim needs to be done. Faculty members must not accept the existing situation in schools as normal, natural, and therefore, inevitable. Educators must learn to see their school environment accurately before they can hope to alter it.[6] Thus, many of our strategies focus on awareness.

William Sedlock and Gleenwood Brooks have developed a model for change to help eliminate racism and sexism in schools.[7] The process is designed to be followed sequentially with emphasis on the results of actions rather than on the intent of the actions themselves. This packet includes strategies which can be applied to different stages of this model. They are appropriately coded so that the facilitator will know at which stage the strategy will be most effective.

Change Model Outline

Awareness Level

Stage I: Recognition of Differences

Stage II: Defining Racism and Sexism and How They Operate

Attitudes

Stage III: Examining Sexist and Racist Attitudes

Stage IV: Source of Sexist and Racist Attitudes

Behavior

Stage V: Changing Behavior: What Can Be Done

Stage VI: Changing Behavior: How It Can Be Done

Briefly, it is important to know the following about the process:

		Sedlock/Brooks Model for Change Related to Sex and Race:	Human Reactions to New Information:
	Stage I	Recognition of Differences	
	A.	Cultural, racial and sexual differences exist. They should be openly discussed and understood by all.	The initial reaction to new information may be feelings of shock.
Awareness	B.	Differences can and should be approached and presented positively, in and out of the classroom.	
	C.	Expression of cultural, racial and sexual identity are necessary and healthy for minorities and the rest of society.	
	Stage II	Defining Racism-Sexism and How They Operate	
Awareness	A.	The definitions of racism and sexism (both individual and institutional) refer to the results, not the intentions, of the behavior of an individual, or the accumulated results of institutional policies and practices.	While defining a problem, many people will express disbelief, others will ignore the problem through apathy.
	B.	The Power to influence others or systems, not merely numerical relationships of minorities to majority, is critical.	
	Stage III	Examining Sexist and Racist Attitudes	The initial reaction to this examination may be a feeling of guilt.
	A.	Most people have some negative attitudes toward other races, cultural or sexual groups.	Example: "Why didn't I recognize the problem earlier." or, "Why, I've even said things like, 'free, white and twenty-one'."
Attitude	B.	Negative attitudes may directly influence behavior. Attitudes can be measured and evaluated.	
	C.	Men generally have stereotypical rather than negative reactions to females, which result in negative consequences for women.	

	Sedlock/Brooks Model for Change Related to Sex and Race:	Human Reactions to New Information:
Stage IV	Source of Sexist, Racist Attitudes	
Attitude	A. We all have learned sexist and racist stereotypes. There is a need to examine the source of this learning. B. Textbooks and educational materials help perpetuate stereotypes. C. Many aspects of the educational system perpetuate stereotypes.	It is very comforting to find a source on which to project blame at this stage. Some change agents stop at this stage in the process and forever blame an outside source for problems.

Stage IV can be very important because it allows people to move away from the emotions surfaced during Stage III. Many of the strategies in this packet were chosen to produce a successful Stage IV. This often is the positive turning point in implementing the change model.

Two stages of attitudes may seem contrary to a focus on outcomes, but most people need to deal with their attitudes before they are ready to proceed to later stages. It has sometimes been found that an institution has changed its behavior (hired minorities or females, added a course in minority or female history, etc.) before the attitudes of individuals in the institution have changed. This is one type of positive outcome, but unless attitude changes follow, it is very fragile and probably will not produce lasting change. If the "token", (be it a person, course, or other behavior change), is successful within that institution, the token will be acting as a positive change agent to help alter attitudes. These new attitudes, in turn, can support later behavior changes.

Stage V	Changing Behavior: What Can Be Done	
Behavior	A. Goals must be stated to provide direction for change. B. Goals should be as specific and operational as possible. Example: Instructional materials for the coming year will be screened for racial and sexual biases and at least 10 strategies will be developed which enable students to recognize biased materials.	At this point people begin to look at the problem rationally and make plans. Actions that will bring about change or solve the identified problem.

C. Strategies are distinct from goals in that strategies are ways of accomplishing goals.

D. Goals are transitory and must be evaluated and adjusted to fit the context of the times.

Stage VI Changing Behavior: How It Can Be Done

Behavior

A. The only valid test of a strategy is whether or not it works.

B. Most people who have the ability to affect institutions never try.

C. Effective action requires that the change be viewed as moral (or the right thing to do) by its proponents.

At this point, plans are put into action. The process often breaks down between Stage V and VI. It is much easier to make plans than it is to invest one's energy in the implementation process.

The following is a list of some basic principles that one must remember when attempting to bring about change: The "trouble" with change is:

1. It's inevitable!
2. A change in one part of a system brings about changes in other parts of the system that one may or may not anticipate or control.
3. Change takes time, but the rate of change is accelerating.
4. It is always met with some kind of resistance (apathy is one common form of resistance).
5. No one changes willingly unless there is something in it for them.
6. Real change is the result of many small changes added together.

No change is possible without some discomfort. It is very difficult to bring about more than superficial change. In general, actions that may be taken to improve conditions which have limited students, because of sex or race, are compatible with actions that improve achievement. It is possible to built such actions into the school program.

Some teaching strategies are more effective at one stage in the process than at other stages. Teachers must understand the change process before they can select appropriate teaching strategies. These packets have identified teaching activities and they are coded to identify the phase or phases at which they would most likely be productive.

Remember - the adults in the school must model the behaviors we expect of students. Teachers cannot "teach" what they do not practice!!

This lecturette was developed by Scherry Johnson.

[1] Chase, Frances S., "A Good School", revised draft of a position paper, April, 1976.

[2] Toffler, Alvin, Learning for Tomorrow, Vintage Books, New York, 1974, p. XXIV.

[3] Toffler, Alvin. Ibid.

[4] Mort, Paul & Cornell, Frank., American Schools in Transition. (New York: Teachers College, Columbia Univ. Bureau Pub.)

[5] Toffler, Alvin. Ibid.

[6] "The Climate for Change: Factors that Foster Adaptability Within the School", Social Studies Development Center, Bloomingdale, Indiana, 1972.

[7] Sedlock, W., Brooks, G., Christensen, K., Hermar, M., and Merritt, M. "Racism and Sexism: A Comparison and Contrast," University of Maryland, 1974.

TOWARD EQUALITY: STRATEGY PRE-TEST

To the Teacher: Before you use the strategies with your students, test your own awareness, attitudes, and behavior with this pretest.

Spend several days observing yourself in the classroom. Do not make any judgments about yourself or try to change your behavior during this time. Read through these questions and try to be aware of them as you teach and relate to your students. Keep a journal and use a tape recorder during some classes to check yourself and your interactions with your students.

1. Who do you ask to do heavy chores in the classroom (open windows, carry projectors)? Is this group predominatly male or female or predominatly one race?

2. Who do you ask to do secretarial chores? (e.g., take enrollment slip to the office). Is this group predominantly male or female or predominantly one race? Do you ask for a "strong boy" or a "good girl" to do extra classroom jobs?

3. Do you display affection and displeasure in the same way toward boys and girls for different behaviors? What behaviors? Do you display affection and displeasure the same with all students of all races or ethnic groups in your class?

4. Do you censure boys and girls for different behaviors? What behaviors? Do you consider cultural norms when judging behavior? Do you help all students learn self discipline?

5. Do you reward boys and girls for different things? How do your methods of reward differ?

6. How do you feel about girls who aren't pretty? How do you treat them?

7. How do you feel about athletic boys versus non-athletic boys? How do you treat them?

8. Count the numer of times you refer to the sex of a student or the sex of a group - "boys and girls" or "now girls".

Suggestions for Teachers:

1. Be conscious of yourself as a role model. If you are a woman, learn to run your own movie projector and do the minor repairs in the classroom, (fix the pencil sharpener, etc.).

2. Make sure the materials on the walls and bulletin boards show males and females of all races and some non-traditional roles for all.

3. Avoid dividing the class by sex (e.g. spelling bees, relays, money-raising drives, etc.). The best way to "teach" good race relations is to give students many opportunities to work together on successful projects.

4. Avoid asking for help by specific sex. (You would never do this by race.)

5. Try using "she" and "her" instead of him or he for generic references when giving examples. Use both female and male references within a conversation.

6. Change the way you discuss the children's dress. Compliment the student for having chosen a good color combination, or a girl for having worn good clothes in which to play, or a boy by saying, "That sweater is very practical on a cold day". These comments are much more personal than, "How handsome you look today", or "My, aren't you looking pretty", and specific comments reinforce the students' ability to think rather than to depend on stereotypical descriptions of themselves.

7. Eliminate gender categories in school competitive events as "best girl speller", "best boy speller/student".

8. All assemblies and special programs should have balanced ethnic participation and feature different cultural content or backgrounds.

9. Extra teacher duties should be balanced sexually and ethnically, including outside and evening functions or duties that require one to prepare food or serve refreshments.

10. Art displays - Art is one very good way for students to express ethnic, cultural and socialization experiences. Student and teacher art work should be displayed in many different places around the school and should be changed frequently to allow maximum exposure for different students.

11. Encourage staff development programs related to sexism and racism -- activities for adults included in adult packet of this project.

12. Students can "role play" any sex or any race. Let students rotate roles and assign students' roles across their own gender and race classification.

13. Show films twice. Turn the sound off the second time so students can discuss how people are portrayed. Is there ethnic variety? Realistic cultural portrayal? Male/Female traditional or non-traditional portrayal?

Suggestions submitted by C. C. Jameson, Metropolitan-East,
and
Charles C. Cole, Robert E. Lee Elementary School.
(Dallas Independent School District)

THE NON-SEXIST, NON-RACIST CLASSROOM CHECKLIST

The following checklist is meant to be used as a self-evaluation tool. It will be helpful to you only if you answer the questions honestly. Answer in relation to the way you really feel, act or think, and not the way you would like to think, or act, or how you should feel.

Look around the classroom.

1. How many pictures are there of:

   girls__________ boys__________ minority group__________

2. Are there any pictures of girls in active, physical activities?

3. Do any pictures show boys in thoughtful or nurturing roles?

4. If there are displays related to careers, are females shown in a variety of careers including non-traditional roles?

   What careers are shown for males?

   Are different ethnic groups represented?

5. Do you find yourself grouping the students by sex?__________ by race?__________

   For what activities?

   Why?

6. Check the statements which best describe your reaction to a child's appearance.

   Girls

   _____ "What a pretty dress."

   _____ "That's a good warm sweater to wear on a cold day."

   _____ "You came in like a big girl today."

   _____ "Linda is wearing ribbons!"

_____ "Those are good shoes for running."

_____ "Short sleeves are comfortable on a warm day like today."

Boys

_____ "What a handsome suit!"

_____ "That's a good warm sweater to wear on a cold day."

_____ "You came in like a big boy today."

_____ "Mark has his hair parted like a girl's."

_____ "You look nice today."

_____ "That's a good shirt to play in."

7. Look at the work centers in the room.

   a. Are the library or reading books and materials grouped separately for girls and boys? Yes_____ No_____

   b. Grouped separately, do the books for girls pertain to home skills, girls who act helpless or need protection?

   Yes_____ No_____

   Are the boys' books about sports and national leaders? Yes_____ No_____

8. Do you give all students responsible classroom tasks regardless of sex or race?

   Do girls learn to run the projectors?

   Do boys sometimes grade papers?

   Do minority children serve as group leaders? Why or why not?

BASIC TERMINOLOGY

A number of terms used in these materials relate to sexism and racism. Definitions of these terms are provided.

Socialization

Socialization is the process by which children and adults are prepared to occupy various adult roles. Socialization is achieved through the provision and accumulation of life experiences that transmit knowledge, attitudes, and skills to perform functions that are necessary for these roles. Socialization for young children often is deliberate and readily observable as they are being prepared to carry out a complex collection of economic, social, physical, political and psychological roles as adults.

Much of adult socialization is subtle and goes unnoticed because it consists of reinforcement for already learned roles. In situations where learning new roles or skills is necessary, adult socialization may become extremely focused and explicit.

Sex-Role Socialization

Sex-Role Socialization refers to the differential processes and experiences used to prepare males and females for roles that society defines appropriate for their sex.

Sex-Role Stereotypes

A stereotype assumes that because a number of individuals share one attribute, race or sex, they are therefore alike in all ways. Stereotypes overtly attempt to exclude persons on the basis of sex and race.

Cultural Variation

Cultural Variation refers to the different assumptions, beliefs, values, and behaviors that different cultural groups ascribe to female and male roles. In every culture, roles are assigned on the basis of sex but the specific characteristics of these roles vary among cultures.

Sexism

The collection of attitudes, beliefs, and behaviors that results from the assumption that one sex is superior. Sexism refers to the collections of structures, policies, practices, and activities that overtly or covertly prescribe the development of girls and boys and prepare them for traditional adult sex roles.

Racism

The collection of attitudes, beliefs, and behaviors that results from the assumption that one race is superior. In most instances, the term refers to the unconscious, taken-for-granted, unexamined, and unchallenged acceptance that the world, as it looks to whites, is the only world. Racism also could be defined as prejudice plus the power to enforce institutionalized prejudice structures. In the context of schools, the term refers to the collection of structures, policies, practices, and activities that overtly or covertly limits the development of children of minority racial-ethnic groups and that prepares them for secondary adult roles in society.

Bicultural Education

Bicultural Educational programs are designed to increase students' knowledge, awareness and appreciation of the characteristics of male-female, sex-role cultures; to identify and understand the physical, psychological, social, economic, and political inter-relationships between these cultures.

Bicultural education, as defined here, is one dimension within multicultural education which centers on male and female cultures.

Hidden Curriculum

The informal learnings that are a part of every child's education. These are usually secondary to the formally stated objectives of schooling but constitute a major portion of the students' socialization.

This list of terms is taken from Project WE in Education.

Dallas Independent School District and Region X Trainers

The following Dallas Independent School District and Region X Educational Service Center personnel have been trained to teach the adult strategies in this notebook or have worked to train staff members in multi-cultural, non-biased activities. This resource pool and/or their staff is available to assist with these strategies or provide additional information related to the subject:

William H. Cotton, Associate Superintendent-Management
(Former Affirmative Action Developer)

Joe M. Pitts, Assistant Superintendent-Desegregation Coordination

Yvonne Ewell, Assistant Superintendent-East Oak Cliff Sub-District

Frances Allen, Assistant Superintendent-Adaptive Education

Juan Flores, Assistant Superintendent-Program Development

Pablo Perez, Deputy Associate Superintendent-Instructional Services

H. B. Bell, Deputy Associate Superintendent-Personnel Development

Ruby Morris, Deputy Assistant Superintendent-Pupil Personnel
(State Advisor for Project Women's Equity Education)

Allen R. Sullivan, Deputy Associate Superintendent-Special Ed.

Bob Bourdene, Director-Psychological Services

Gene E. Davenport, Director-Management Academy

Harold Ledford, Assistant Director/Principal-Human Services Center

Jack Gilliam, Principal-Tom C. Gooch Elementary School
(Former Director-Career Counseling and Guidance)

Laverne Marr, Assistant to Administrator-Pupil Personnel Services

Scherry Johnson, Dean of Instruction-Alex Spence Middle School
(Former Administrative Intern-Personnel Development Department)

Rosemarie Salvato Allen, Psychological Associate-in-Charge

Louise Smith, Visiting Teacher-in-Charge

Jo Ann White, Visiting Teacher-in-Charge

Carmen Salazar, Coordinator-Teacher Education Center

Bobbie Lang, Administrative Intern-Teacher Education Center

Susan Inge, Resource Teacher-Teacher Education Center

Shirley Newsome, Senior Planner-East Oak Cliff Sub-District

Josie Sullivan, Administrative Intern-Human Services Center (Former Teacher-J. L. Long Middle School)

Susan Ronchetti, Instructional Leader-Human Services Center (Former Resource Teacher-J. L. Long Middle School)

Mary Bronson, Instructional Facilitator-Health, High School

Pam Collins, Program Facilitator (Drug and Crime Prevention Ed.)-Human Services Center

Freddy Jackson, Program Facilitator (Drug and Crime Prevention)-Human Services Center

David Sugg, Program Facilitator (Drug and Crime Prevention Ed.)-Human Services Center

Deanna J. Cheshewalla, Resource Teacher-American Indian Education Program

Sue Price, Visiting Teacher-Martin Weiss Elementary School

Cynthia Kincaid, Visiting Teacher-George B. Dealey Elementary

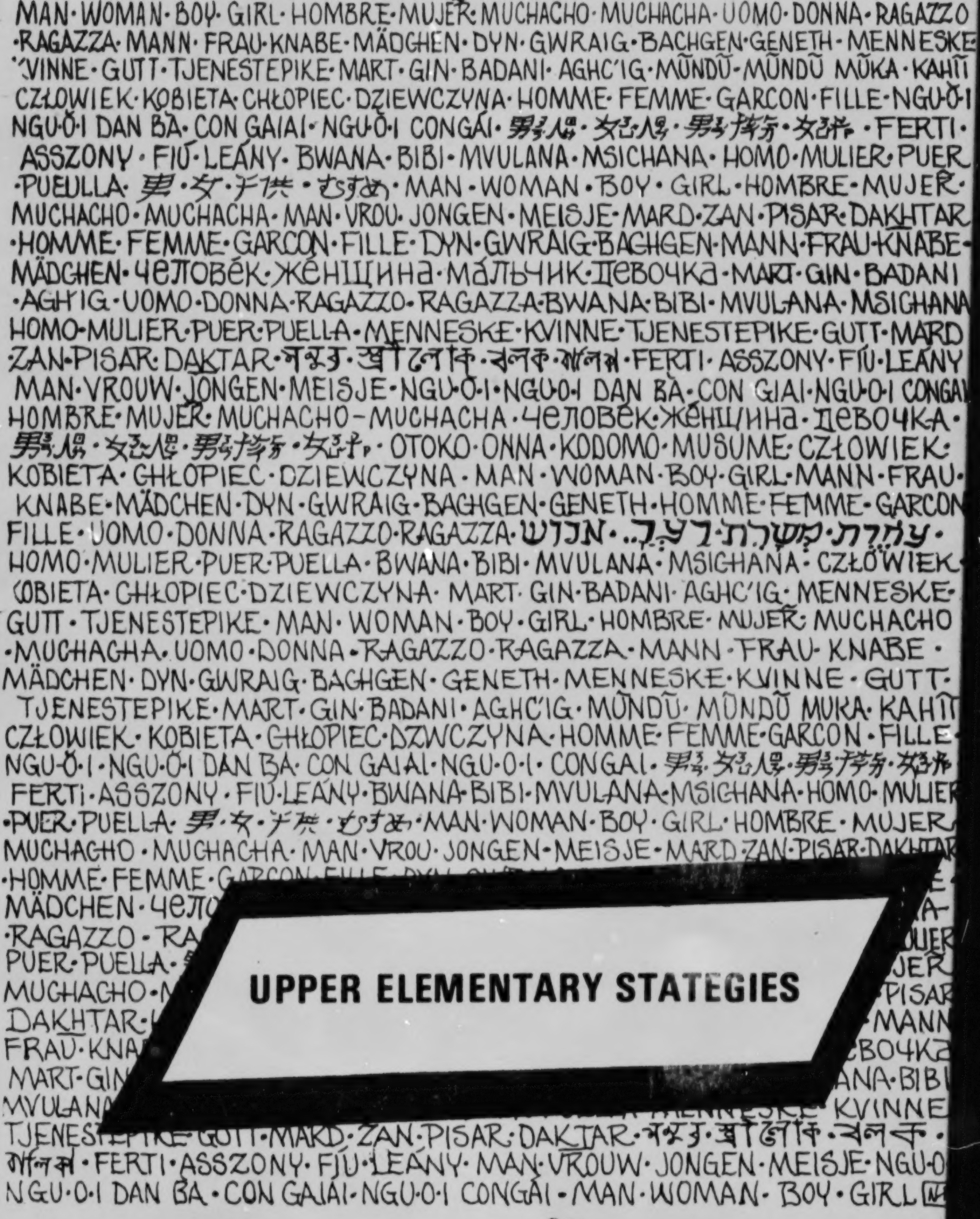
Region X Educational Service Center

Billie Cox	Jane Runnels
Bettye Cooke	Grace Rice

Additional Resource Persons

Gay Jurgens, Executive Director-Women's Center of Dallas

Bitsy Wesner, Community Resource Coordinator-Women's Center of Dallas


MAN·WOMAN·BOY·GIRL·HOMBRE·MUJER·MUCHACHO·MUCHACHA·UOMO·DONNA·RAGAZZO
·RAGAZZA·MANN·FRAU·KNABE·MÄDCHEN·DYN·GWRAIG·BACHGEN·GENETH·MENNESKE
KVINNE·GUTT·TJENESTEPIKE·MART·GIN·BADANI·AGHC'IG·MŨNDŨ·MŨNDŨ MŨKA·KAHĨĨ
CZŁOWIEK·KOBIETA·CHŁOPIEC·DZIEWCZYNA·HOMME·FEMME·GARCON·FILLE·NGU·Ŏ·I
NGU·Ŏ·I DAN BA·CON GAIAI·NGU·Ŏ·I CONGAI·FERTI·
ASSZONY·FIÚ·LEÁNY·BWANA·BIBI·MVULANA·MSICHANA·HOMO·MULIER·PUER
·PUELLA·男·女·子供·むすめ·MAN·WOMAN·BOY·GIRL·HOMBRE·MUJER·
MUCHACHO·MUCHACHA·MAN·VROU·JONGEN·MEISJE·MARD·ZAN·PISAR·DAKHTAR
·HOMME·FEMME·GARCON·FILLE·DYN·GWRAIG·BACHGEN·MANN·FRAU·KNABE·
MÄDCHEN·человек·женщина·мальчик·девочка·MART·GIN·BADANI
·AGH'IG·UOMO·DONNA·RAGAZZO·RAGAZZA·BWANA·BIBI·MVULANA·MSICHANA
HOMO·MULIER·PUER·PUELLA·MENNESKE·KVINNE·TJENESTEPIKE·GUTT·MARD
·ZAN·PISAR·DAKTAR·FERTI·ASSZONY·FIÚ·LEÁNY
MAN·VROUW·JONGEN·MEISJE·NGU·O·I·NGU·O·I DAN BA·CON GIAI·NGU·O·I CONGAI
HOMBRE·MUJER·MUCHACHO–MUCHACHA·человек·женщина·девочка·
OTOKO·ONNA·KODOMO·MUSUME·CZŁOWIEK·
KOBIETA·CHŁOPIEC·DZIEWCZYNA·MAN·WOMAN·BOY·GIRL·MANN·FRAU·
KNABE·MÄDCHEN·DYN·GWRAIG·BACHGEN·GENETH·HOMME·FEMME·GARCON
FILLE·UOMO·DONNA·RAGAZZO·RAGAZZA·
HOMO·MULIER·PUER·PUELLA·BWANA·BIBI·MVULANA·MSICHANA·CZŁOWIEK·
KOBIETA·CHŁOPIEC·DZIEWCZYNA·MART·GIN·BADANI·AGHC'IG·MENNESKE·
GUTT·TJENESTEPIKE·MAN·WOMAN·BOY·GIRL·HOMBRE·MUJER·MUCHACHO
·MUCHACHA·UOMO·DONNA·RAGAZZO·RAGAZZA·MANN·FRAU·KNABE·
MÄDCHEN·DYN·GWRAIG·BACHGEN·GENETH·MENNESKE·KVINNE·GUTT·
TJENESTEPIKE·MART·GIN·BADANI·AGHC'IG·MŨNDŨ·MŨNDŨ MŨKA·KAHĨĨ
CZŁOWIEK·KOBIETA·CHŁOPIEC·DZWCZYNA·HOMME·FEMME·GARCON·FILLE·
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FERTI·ASSZONY·FIÚ·LEÁNY·BWANA·BIBI·MVULANA·MSICHANA·HOMO·MULIER
·PUER·PUELLA·男·女·子供·むすめ·MAN·WOMAN·BOY·GIRL·HOMBRE·MUJER
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·HOMME·FEMME·
MÄDCHEN·
·RAGAZZO·
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TJENESTEPIKE·GUTT·MARD·ZAN·PISAR·DAKTAR·
·FERTI·ASSZONY·FIÚ·LEÁNY·MAN·VROUW·JONGEN·MEISJE·NGU·O
NGU·O·I DAN BA·CON GAIAI·NGU·O·I CONGAI·MAN·WOMAN·BOY·GIRL

UPPER ELEMENTARY STATEGIES

SEXIST LANGUAGE

Upper Elementary

Awareness

Objective: Students will identify terms that limit on the basis of sex. Students will search for alternatives.

Rationale: A culture's language reflects its values. The English language is both racist and sexist.

Materials: Marker, newsprint or chalkboard and chalk.

Activity: To examine sexist language let students list nouns that refer to a specific sex. (e.g. mailman)

After they have made this list, let the students discover non-sexist words that could be used instead: (Examples listed below)

Sex-Oriented	Non-Sexist
Workman	Worker
Fisherman	Fisher
Craftsman	Craftsperson
Congressman	Member of Congress
Chairman	Chairperson
Fireman	Fire fighter
Postman	Letter carrier
Policeman	Police Officer
Meterman/Meter maid	Meter reader
Stewardess/Steward	Flight attendant
Sculptress	Sculptor (male or female)
Lady professor	Just "Professor"
Little women	Just "women"
Man-made	Made by men or women
Brotherhood	Unity or community
Salesman	Salesperson
Mr./Mrs./Miss	Mr./Ms.
Man - representing humans in general	Citizens - inhabitants, human beings, people, individuals

I'M PROUD ______

Upper Elementary

Attitude

Objective: Each student will share personal feelings with the class to increase positive ethnic or sexual identity.

Rationale: In American culture, it is often considered "bad" to express personal pride. We were taught not to "brag" or be "boastful". As a result, many students have learned to be negative about themselves, especially if they are a member of a perceived minority group. Often, students are not encouraged to feel good about themselves and are not given an opportunity to express their positive feelings.

Materials: A smile and a supportive attitude from the teacher.

Activity: This is a short activity that can be used as a warm-up for reading, or as a closure activity after a social studies class.

Let the students sit in a circle and give each student an opportunity to share one or more, "I'm proud of myself because__________" statements with the group. Of course any student who wishes may pass or not comment.

I AM WHO I AM

Upper Elementary Attitude

Objective: Students will explore their personal experiences and feelings in order to gain a more accurate picture of themselves.

Rationale: Students often perceive themselves one way, while others may perceive them quite differently. This is an excellent way for teachers to get to know their students and to begin to understand some of their true self-concepts.

Materials: Open-ended journal forms.

Activity: Fill out open-ended questionnaire journal dealing with the perception of significant others as related to self-concept development of the students.

Open-ended journal form attached (Design developed by Joanne Coakley, Arlington High School, Arlington, Mass.).

Tips: Teachers need to use this information with care. Do not try to analyze the student nor make judgments. Let the student share this information with you or use it for their own self-evaluation.

*You may wish to change the age on the handout to 10,or another age.

STUDENT QUESTIONNAIRE

When I was 12, I ____
I ____ and __________________
I ____.
When I was 12, my father/mother thought I __________________
______________________ but really I ______________________
______________________. My friends thought I ______________
______________________ but really I ______________________
______________________. Of course, my teachers ______________
____.
For the first time, I ______________________________________
____ was important to me.
I loved ____
and I hated ____.
My best friend at the time was ____________________________
______________________. My favorite song was ______________
______________________. I loved to watch ______________ on TV.
The best thing that happened when I was 12 was ______________
______________________, and the worst was when ______________
______________________. My most embarrassing moment was when
____.
I promised myself that when I grew up I would ______________
____.
It was ______________ being 12 that summer and year of __________
__________________ and I would __________________ being 12 again.

Design developed by Joanne Coakley, Arlington High School - Mass.

TOYS TEACH TOO

Upper Elementary Awareness/Behavior

Objective: Students will classify toys as "girl" toys and "boy" toys. Students will anlayze how this teaches children socially approved roles.

Rationale: The process of social control begins very early and has long-range harmful effects. The most damaging seem to result from early socializing of females into dependent roles. Little girls generally receive more affection, more protectiveness, more control and more restrictions than little boys. Toys reflect the independent, physically active, variety of roles in play that is expected of boys; and passive, dependent, home-oriented roles in play that are expected of girls. "The boy is being prepared to mold his world; the girl to be molded by it!"

Materials: Toy catalogues or other old books and magazines with toys, and poster board.

Activity: Divide the class into several single-sex groups.

Let each group clip pictures of toys for their sex. Glue them to the poster and label "Boys" - "Girls".

Later let the groups exchange posters so the girls have a "boys" poster and the boys have a "girls" poster. Are there toys on these posters that the opposite sex would like to have?

Regroup into mixed-gender groups. Now make a poster of toys that everyone would like to play with.

EQUALITY IN SPORTS AND ATHLETICS

Upper Elementary

Awareness/Attitude

Objective: Student will clarify his/her personal attitudes toward equality in sports and athletics.

Rationale: Often, girls are discouraged from full physical-fitness development because of limited programs, stereotypical ideas of feminine daintiness or passive participation, and emphasis on male athlete role models.

Materials: Athletic Survey Forms (Optional - movie)

Activity: Teacher distributes the attached survey form to each student. These may be used as discussion starters or preceed the reading of a story about a famous female athlete.

Teachers may use this form to introduce a unit on the importance of effective physical fitness for everyone.

Athletic Survey Form

(adapted from Women Sports, September, 1974)

Check One: Girl__________ Boy__________

1. Who is your favorite athlete?

   Why?

2. What is an athlete?

3. What sports do you play?

   Why?

4. Is there any sport you would like to play, but haven't had the opportunity?

5. Do you think boys and girls should play on the same teams?

   Why or why not?

6. Would you like to be a professional athlete?

   Why or why not?

7. Do the adults in your home like to watch sports?

   Who, which ones?

8. Do the adults in your home participate in any sports?

   Who, which ones?

WHY DO INANIMATE OBJECTS HAVE GENDER LABELS?

Upper Elementary
and/or Secondary   Home Econ./Soc. Stud.   Awareness

Objective: Students will examine the origin of gender assignment to non-animated objectives in both our American culture in other cultures.

Rationale: Sex-stereotyping is so prevalent that even certain neuter objects are associated with our stereotypical image of the sexes. Students can look objectively at objects and later transfer the reasons for the stereotyping to themselves and others. Have students make cross cultural comparisons.

(Many other cultures identify objects by gender in their language).

Materials: Numbered pictures of objects from home and school environment displayed around the room. (20 to 50 items). (Objects such as: pencil, hammer, soap, book, kitchen utensil, easy chair, pen, etc.)

Activity: Instruct the students to number their papers and assign a gender for each item: male, female, neither. Then, discuss the results and discrepancies. Question how the objects came to be assigned specific genders and the appropriateness of such labeling.

Strategy adapted from Linda Clark, "Jack and Jill Fight Back", Media and Methods, Oct., 1975, p. 26.

ALTERNATIVES: RANK-ORDER QUESTIONS

Upper Elementary Attitude

Objective: Students will improve their decision-making skills by comparing alternatives.

Rationale: All of us make decisions based on our perceptions of the alternatives available to us. Some decisions are minor, but unless students are given practice in the decision-making process early, they have trouble with the major problems later. Rank-order exercises give them the opportunity to choose between alternatives and require them to think through the reasons behind their choices.

Materials: A list of rank-order situations "starter" list is attached.

Activity: The teacher reads a statement to the group as they follow on their copy of the list. The students mark one of three choices or alternative solutions. The students must rank their choice (1st, 2nd, 3rd) and explain their reasons for the order they select.

The teacher must be careful not to impose his/her own choices on the group. It is the responsibility of the teacher to help students defend their rankings with reasons without judging the student's responses.

Make sure the students name their choices rather than just call out the number ranking because this help everyone consider the alternatives more carefully.

Tips: Using one or two. Rank-order questions is a good closure activity or a good way to liven up a dragging lesson in some subject area. Those situations which help students think about sex roles or ethnic identifications can be very useful to the student.

Sample Rank-Order Statements (adapted from Simon/Howe/Kirschenbaum, Values Clarification)

1. When a teacher needs someone to run the projector, she/he should choose:

_____ a girl
_____ a boy
_____ do it her/himself

2. Who would you prefer to live next door to you?

_____ a girl your age
_____ a boy your age
_____ a teenager

3. Which do you like best in school?

_____ reading
_____ arithmetic
_____ science

4. Which chore would you rather do?

_____ wash dishes
_____ dust the furniture
_____ take out the garbage

5. You would like to have__________as your school principal?

_____ an older Anglo man
_____ a woman
_____ a young Mexican-American man

6. How would you rather be punished?

_____ by getting a spanking
_____ by being grounded for a week
_____ by having something you like taken away (allowance, a toy, a game)

7. What is hardest for you to do?

_____ be quiet
_____ talk in front of the class
_____ talk to the principal

8. If you could be any person, who would you be?

_____ President of the United States
_____ top athlete in the country
_____ the most famous movie star

9. If there is no girls' track team at your school, the girls who like to run should:

_____ talk to the P. E. teacher and ask for a girls' team
_____ ask to join the boys' track team
_____ forget it

10. The secretary of the class should be:

_____ a boy
_____ a girl
_____ either

11. The school basketball team just won city championship. The team probably was:

_____ the girls'
_____ the boys'
_____ could have been either

12. A girl might consider becoming a__________ when she grows up.

_____ doctor
_____ secretary
_____ professor

13. A boy might consider becoming a__________ when he grows up.

_____ nurse
_____ computer operator
_____ teacher

14. You read a story about a brave lifeguard. This story was probably about__________.

_____ a girl
_____ a boy
_____ cannot tell with this sentence

15. A famous person cries in public. This person was probably:

_____ a man
_____ a woman
_____ could be either

16. A student is sent home for fighting. This student was probably:

_____ a Black girl
_____ a Mexican-American boy
_____ an Anglo boy

17. Which animal would you rather be?

_____ a kitten
_____ a dog
_____ a turtle

PRE-JUDGING

Upper Elementary   Attitude

Objective: Students will examine their own sexist biases.

Rationale: Sex-role stereotyping is still very much a part of contemporary society. It inhibits the full development of all students. By focusing on the values which affect current attitudes about women and men, students can conform less.

Activity: Instruct students to fold a piece of paper vertically and number each side one through six. Tell them to write "yes", "no" or uncertain to the following questions. No talking during the exercise.

Part I

1. Would you mind if your doctor were a woman? Yes_____ No_____
2. Do you think it is all right for a man to be a dancer or hairdresser? Yes_____ No_____
3. Do you think a woman would make a good leader for a country? Yes_____ No_____
4. Is it a good idea for a man to be a kindergarten teacher? Yes_____ No_____
5. Do you think women are worse soldiers than men? Yes_____ No_____
6. Do you think boys and girls should participate together in school sports? Yes_____ No____

Part II (Turn the paper on the other side)

1. Have you ever been to a female doctor? Yes_____ No_____
2. Have you ever known a male hairdresser or dancer? Yes_____ No_____

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3. Can you write five facts about a woman who is now or has been the leader of a country? Yes_____ No_____

4. Have you ever had a male kindergarten teacher? Yes_____ No_____

5. Do you know any women soldiers personally or can you write five facts about women soldiers? Yes_____ No_____

6. Do you know any males or females who participate in mixed school sports? Yes_____ No_____

Scoring

Each question is scored on the basis of the answers given it in Part I and Part II.

Part I		Part II		Points
Yes or No	+	No	=	0
Yes or No	+	Yes	=	1
Uncertain	+	No	+	2
Uncertain	+	Yes	=	3

Interepretation of total score:

15-18 points --- very open-minded

10-14 points --- average open-mindedness

5-9 points --- prone to prejudice

0-4 points --- very prejudiced

ROLE REVERSAL

Upper Elementary Attitude

Objective: Students will examine their feelings toward members of the oppostite sex through role-playing.

Rationale: One way to develop greater understanding of others is to "walk a mile in their shoes". Role reversal is an experience that allows students to examine their attitudes and to try new behaviors. Also, this exercise gives students an opportunity to "see ourselves as others see us."

Activity: Simulate several situations for role-playing, but let the girls play the "boy's" parts and vice versa.

Suggested role-play situations:

1. A group of boys are cheerleaders and sit on the sideline watching the girls play ball. The girls laugh when the boys ask to join the team.
2. A boy acts the part of a girl and stays in the house because his mother, (a boy), is afraid for him to go outside and climb trees.
3. A girl plays the part of a boy whose father (another female student) teaches her to fix the bike. The "boy" gets frustrated and wants to quit, but father says "that's no way for boys to act".
4. Line a few students up -- boys on one side - girls on the other. Now reverse their roles.
   Label the boys as girls - the girls as boys.

   Let the students discuss school. The girls (played by boys) are telling how they view school, their teachers, etc. and the boys (played by girls) tell what school is to them. How do students "see" schooling for members of the opposite sex?

After each role-playing situation, ask students to react. Would they feel differently toward the situation if they were members of the opposite sex?

ROLE PLAYING

Upper Elementary

Awareness/Attitude

Objective: Students will experiment with identities or roles in the protected and temporary classroom setting.

Rationale: Often, students would like to try new roles or new ways of dealing with biases, but because of concern for peer reaction, they need encouragement and support. One way that teachers can provide this supportive atmosphere is to set up role playing situations.

Materials: A set of situations that can be role played by students. (A set of suggested situations is attached to this strategy).

Activity: Role playing can be a very useful teaching tool. Some basic procedures must be followed in order to have a successful role playing session.

1. The students should read the situation as the teacher reads it to the group.
2. The teacher should allocate roles rather than ask for volunteers so students will be playing roles different from their usual socially-assigned role.
3. The teacher probably will need to encourage the students to really put themselves into the new role and to "feel" as the person represented might feel in the same situation.
4. A time limit needs to be established so the students do not extend the activity to the point of boredom for the observers.
5. When the role playing is concluded, the teacher needs to lead the class in a follow-up discussion. The teacher needs to keep the discussion open and supportive.

Tips: Don't "overload" the class by doing too many role playing situations at one time. Space these activities to fit into other lessons or use them as regularly scheduled activities for group interaction.

1. A group of students are selected to role play children playing cowboys/cowgirls and Indians. In the course of their play, the Indians are massacred. A student is selected to role play a Native American child who approaches the group to express her/his reaction to their game.

2. A group of students are identified to role play a soccer team. Identify one boy to represent the coach. A group, (of boys, perhaps),of "girls" want to convince the coach to let them on the team because there is no girls' league.

3. A group of students are discussing the "women's lib" movement. One girl explains why women today don't always want to be homemakers.

4. Select four of five students. Two students are Spanish-speaking, the rest are non-Spanish-speaking. The Spanish-speaking students talk to one another about a school lesson. The other students think the Spanish-speaking students are talking about them.

5. Select two students - one to play the role of a girl, the other to play the role of her father. The girl is explaining to her father why she wants to take auto mechanics in junior high. He opposes the idea.

6. Select several students to play the members of a family. The family needs additional income because inflation has caused the family to go into debt. The mother has just taken a job as a meter reader. The family discusses her job and the new roles each family member must assume to keep the house in order.

7. Select three students to play the role of mother, grandmother, and 5th grade daughter. The grandmother wants the granddaughter to enter a beauty contest. The fifth grader doesn't want to hurt her grandmother's feelings, but she does not want to enter the contest. The mother isn't sure what would be best, so she listens to both sides.

8. Select several students to play roles of family members. A father comes into the kitchen and finds the son fixing supper. He kids him a little. The son likes to cook and wants to do his share of housework, but he doesn't want to seem less "manly" to his father.

Strategy adapted from, "Teaching Strategies for the Classroom: Combating Bias In Instructional Materials", Myra and David Sadker; Resource Center on Sex Roles in Education, Washington, D. C., 1974.

VALUES VOTING

Upper Elementary Attitude

Objective: Students will publically acknowledge an attitude toward certain issues. Students will observe that there may be a wide range of opinions on any issue.

Rationale: Many students seldom have the opportunity to publically acknowledge a value or attitude judgment in a non-threatening setting. This is a quick way to demonstrate diversity of opinion.

Materials: A list of questions can be used with any subject.

Activity: Values Voting - The group is asked questions which begin with the phrase, "How many of you....?" After each question, participants indicate their position by a show of hands. Affirmative responses are indicated by raised hands; disagreement indicated by arms folded over chest; passing is indicated by no action at all.

Values voting can be used with any issue. It can be used as an isolated activity or it is used effectively as a discussion starter (or ti-pair students who disagree on a subject and conduct mini-debates; or look for supporting data for both sides).

Sixth graders have handled this strategy very well.

Tips: Suggested questions related to sex roles are attached.

Strategy adapted from Simon/Howe/Kirschenbaum, Values Clarification.

QUESTIONS

How many of you...

1. Think it should be o.k. for a man to stay at home as a house-husband, and for the wife to be the main breadwinner?

2. Would be offended if a date opened doors, etc., for you?

3. Would feel somewhat uncomfortable if a female student said that she was determined to become a heart specialist? A senator? President of the United States?

4. Have ever wished that you had been born a member of the opposite sex?

5. Think that men dislike highly intelligent women?

6. Think that boys shouldn't play with dolls?

7. Sometimes play dumb when you are with a group of friends?

8. Sometimes play dumb in class?

9. Think that boys should help with washing the dishes, making beds, and other housekeeping tasks?

10. Are afraid to speak up when you are in large meetings or classes?

11. Think that it is o.k. for girls to ask boys for dates?

12. Would like to be whistled at when you walk down the street?

13. Think a woman should marry a man who is smarter than she is?

14. Think a man should marry a woman who is smarter than he is?

15. Think it is appropriate for a woman to work when she has pre-school children?

16. Would not like to work for a woman boss?

17. Have visited in the home of a friend whose race is different from your own?

TEXTBOOK SURVEY

Upper Elementary

Awareness

Objective: Students will develop critical reading skills which enable them to recognize sex-role distortions presented in textbooks.

Rationale: Because textbooks represent the prescribed body of knowledge, they are very important to students. The latent content in textbooks is often very stereotypical. Students need to learn to recognize stereotypes that are present in textbooks.

Materials: Reading textbook and textbook evaluation form.

Activity: Textbook survey.

Students will use the attached textbook evaluation form to analyze their textbooks as to how the content and illustrations present males and females.

Tips: Even students with low reading ability can count the pictures.

STUDENT TEXTBOOK EVALUATION — SEXISM

Look through your school reading book. For this first part, don't read the words, just look at the pictures. Do each chapter separately. Fill in the following blanks:

Name of the Book ____.

Chapter ____.

Number of women in pictures ____________________.
Number of men in pictures ______________________.
Number of boys in pictures _____________________.
Number of girls in pictures ____________________.

The girls are doing these things:
______________, ______________, ______________, __________,
______________, ______________, ______________, __________.

The boys are doing these things:
______________, ______________, ______________, __________,
______________, ______________, ______________, __________.

The adult women are shown as:
______________, ______________, ______________, __________,
______________, ______________, ______________, __________.

The adult men are shown as:
______________, ______________, ______________, __________,
______________, ______________, ______________, __________.

You may wish to do several chapters so you can get a good look at your book.
Now, look at what you have observed:

1. Were there more boys or more girls? __________
2. Are there more girls or boys in your classroom? __________
3. Were boys doing different kinds of things than girls? _____
   Can you explain? ____
   ____
4. Did any of the mothers in the textbook work away from home? __________
5. Does your mother work away from home? __________
6. Do any of your friends' mothers work away from home? ______
7. Could any of the pictures of adult men in your book have pictured the same job, but with a woman in the picture rather than a man? _________ Which ones? ______________,
   ______________, ______________, ______________.

REVERSING GENDER ROLES IN ELEMENTARY STORIES

Upper Elementary
Awareness/Attitude

Objective: Students will experience and appraise their own reactions and feelings when sex roles are reversed in reading materials.

Rationale: Many times students are more aware of their own biases and more tolerant of others if they have an opportunity to "walk a mile in the other person's shoes".

Materials: Stories, reading books, etc.

Activity: Students will read a story together as a class or in a small group, substituting a female name for each male character and a male name for each female character in the story.

After the students complete the story, the teacher will help the students examine their feelings and reactions.

Of course, the questions would need to be designed for the individual story selected. Some important kinds of discussion questions might include:

1. Did the story sound funny when the roles were reversed?
2. Did you like to see the girl (or woman) make decisions and get others out of trouble or solve their problem?
3. Did it seem strange to see the father taking care of the house while the mother went to another job? Why?
4. Did it seem strange to see the male character confused or needing help? Why?
5. Was it funny to read about boys worrying about what kinds of clothes to wear or how their hair looked?

6. Is it different to read a story about girls doing adventurous, brave, dangerous activities?

7. Did it seem "natural" to see boys cooking, sewing, or babysitting? Why?

8. If the main character was a famous person as a President or Diplomat, did it seem strange to read about a woman in this role?

MESSAGES FROM ADVERTISING

Upper Elementary | Awareness

Objective: Students will detect sexual and racial stereotyping as it is presented in advertising.

Students will relate advertising messages to self-concept and stereotype development.

Rationale: Stereotypical biases are learned from a variety of sources. Advertising is marketed to stereotypes, and because it is designed to appeal to the "wants" or desires of people, ads reach most people and reinforce the norms portrayed, often at the expense of various groups.

Materials: Used magazines, newspapers. (Optional - Stick-on labels or name tag blanks).

Activity: Students can work alone, in pairs, or in small groups. They are to apply appropriate labels (or write directly on the ad) to advertisements in the journal. Labels could include such warnings as:

1. "This material discriminates against women."
2. "This material shows bias against Native Americans."
3. "This advertisement shows Mexican-Americans in a stereotypical role."
4. "This ad encourages women to be passive and watch others."
5. "This ad encourages males to be strong."
6. "This material stresses the importance of a woman's looks over her brains."
7. "This ad shows that men are competitive."
8. "This is a good ad because it shows a woman in a new kind of job."
9. "This ad shows that men sometimes care for children."
10. "This ad includes different races."

Allow approximately 15-20 minutes, then give the students an opportunity to share their favorites with the class.

Tips: The teacher needs to give a short introduction and several examples. It would be best to have a list of label choices on the board so students will look for a variety of stereotypes.

A useful definition of "stereotype" for elementary classroom usage: "A picture we carry around in our heads about what it means to be male or female or Black or Mexican-American. This picture may or may not be the truth for an individual in any one category."

Adapted from Sadker and Sadker, "Teaching Strategies for the Classroom, NFIE, Washington, D. C., 1974 (copyright).

HIDDEN MESSAGES FROM TELEVISION

Upper Elementary

Awareness

Objective: Students relate the influence that television has on the development of self-concept and/or roles.

Students begin to view television more critically and become aware of hidden messages.

Rationale: Like it or not, television is a major socializing force in a student's life. Critical viewing needs to be developed, just as critical reading skills need to be developed, so students will not be overly influenced by the stereotypes portrayed on TV. Although there is more variety in TV programming now than in the past, few programs show women in other than traditional, subservient, young, beautiful, sexy, or mother roles. Ethnic minorities are portrayed in stereotypes: Blacks are poor, illiterate, happy-go-lucky; in Westerns, the Indian is the loser and a savage.

Materials: TV set, TV observation sheet for each student (copy attached).

Activity: This can be a class activity if it is done carefully and with learning in mind, (a good Friday activity!), or it can be a homework assignment.

The student is to watch TV programs for 1 to 1½ hours (2 to 3 programs). Each student should have a TV observation sheet (attached). Preview the sheet with students so they know what they are looking for. Record responses as you watch the programs.

If the project has been homework, let students discuss their observations. If it is a classroom activity, the teacher can point out subtle examples of stereotyping as the programs are viewed.

Tips: Remember to watch the commercials; they are often the most blatant offenders!

TV OBSERVATION SHEET

Television and the Real World

As a TV investigator, you will watch different shows for the next two days. Try to see as many different types of shows as possible. Name each show you see and try to fill in as much of the following chart as possible.

Characters in the Show	**Men**	**Women**	**Girls**	**Boys**
Names of Leading Characters				
Clothes and Physical Appearance				
Feelings and Emotions				
Actions				

Commercials: Name of Product ______________________________

	Men	**Women**	**Girls**	**Boys**
Number				
In Action				
Background Voice				

Now think about what TV tells us about male and female roles.

Describe:

The "Average" TV Woman	The "Average" TV Man
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

How much of these descriptions do you feel are real or unreal? Are people you know in real life like those you see on TV?

____

____

Form adapted from Resource Center on Sex Roles in Education.

WORDS OF ADVICE FROM WOMEN

Upper Elementary   Attitude

Objective: Students will:
1) Interpret and contrast the roles of women in different situations.
2) Infer the values of society which are implied by differing role descriptions.

Rationale: Many times, women and minorities fail to understand the power they have over their lives. Often, they let others control their lives rather than shaping their own destinys.

Materials: Dittos of: "Advice from Women", "Doing Her Own Thing", and "Trapped!?"

Activity: Students may complete this assignment individually or in groups.
Pass out the first two sets of dittos and allow time for completion of worksheet, "Doing Her Own Thing."

Ask students to look for current examples of people caught in circumstances which determine or limit their choice of action. Such examples could come from the daily paper or the "real drama" selections in the Readers' Digest. Allow students to use the examples for the worksheet "Trapped!?"

Strategy adapted from the Resource Center on Sex Roles in Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, Washington, D.C., 1974.

Advice from Women

"When your race is fighting for survival—to eat, to be clothed, to be housed, to be left in peace—as a woman, you know who you are. You are the principle of life, or survival and endurance. No matter how your husband is—strong but needing you to keep on, or weak and needing you for strength, or brutal and using you to keep his manhood intact—no matter what he is, your children survive and survive only through your will, your day-to-day battle against inimical forces. You know who you are. This is even more true when, as a woman, you are involved in battling the forces of oppression against your race. For the Chicano woman battling for her people, the family—the big family—is a fortress against the genocidal forces in the outside world. It is the source of strength for a people whose identity is constantly being whittled away. The mother is the center of that fortress.

—Maria Varela

"A certain very lovely lady whose husband is quite as much her lover as in the days of his courtship, has never in twenty years allowed him to watch the progress of her toilet, because of her determination never to let him see her except at her prettiest. Needless to say, he never meets anything but 'prettiest' manners either. No matter how 'out of sorts' she may be feeling, his key in the door is a signal for her to 'put aside everything that is annoying or depressing,' with the result that wild horses couldn't drag his attention from her. . . ."

". . . the most successful marriages are those in which both parties to the contract succeed in 'keeping up the illusion.' "

—Emily Post

—Post, Emily. *Etiquette: In Society, in Business, in Politics and at Home.* New York: Funk and Wagnalls Company, 1922. Pages 589–590. From the original edition copyright 1922. Present publication copyright 1969 by Emily Post Institute, Inc. Reprinted with permission of Funk and Wagnalls Publishing Company, Inc.

"The man over there says that women need to be helped into carriages and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages or over puddles or gives me the best place . . . and ain't I a woman?

Look at my arm! I have ploughed and planted and gathered into barns, and no man could head me . . . . and ain't I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well . . . and ain't I a woman? I have borne thirteen children, and seen most of 'em sold into slavery, and when I cried out with my mother's grief, none but Jesus heard me . . . . and ain't I a woman?"

—Sojourner Truth, 1851

Resource Center on Sex Roles in Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, p. 50.

Doing Her Own Thing

1. What specific roles of women are described in each quote?

2. Describe the kind of background you think might belong to each described role. (Where and how do they live, work, etc.)

3. What do you see as common elements of the roles?

4. Someone once said, "You do what you *have* to do." How could that be used to explain the differences between the three quotes?

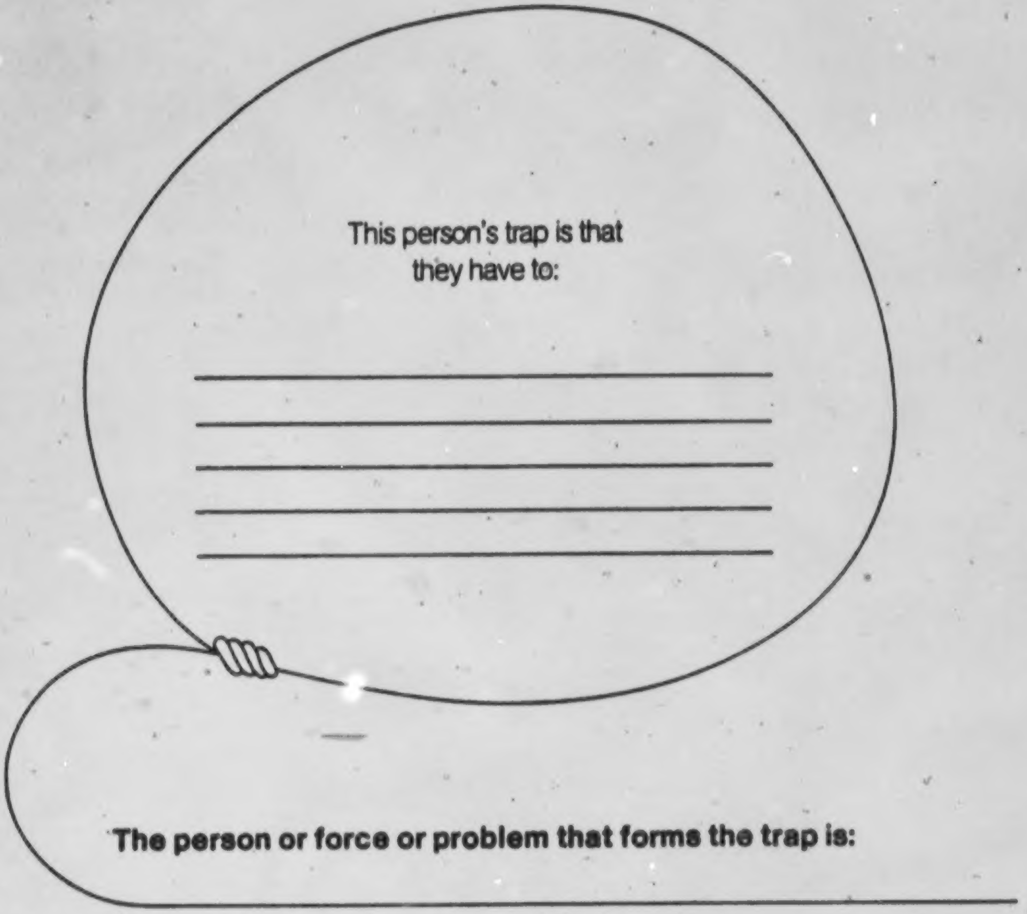
a. How are the "*have* to" situations different in each quote?

b. How does one decide between "*have* to" and "*want* to?" Are any parts of the three quotes "*want* to" situations? What kinds of choices did each person have?

c. Do men experience "*have* to" situations or is that only a woman's problem? Give examples.

Resource Center on Sex Roles in Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, p. 51.

Trapped !?



This person's trap is that
they have to:

The person or force or problem that forms the trap is:

Instead —

This person would like to:

How is this person defeated or not defeated by what *has* to be done?

Resource Center on Sex Roles in Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, p. 52.

Upper Elementary | **Awareness**

Objective: Students will research the life stories of figures from history to gain a more realistic perspective of women's and minorities' role in the development of America.

Rationale: One has no future who has no past - The romanticized stories about women and ethnic minority individuals in many history books often are more damaging than the blatant omissions. Teachers must provide opportunities for students to learn about the real, and often overwhelming struggles of minority groups and their considerable contributions to American life.

Activity: Historical research. Students should be encouraged to research information about less well-known figures from American history. Every attempt must be made to include appropriate women and minority individuals as an integrated part of their historical period, rather than as separate entities set apart from "regular" history lessons.

Students should be encouraged to present the data, in creative ways -- pictures, skits, reports, paintings, tapes, etc.

Attached are several lists of historical figures including women and minority individuals who probably are not mentioned in your history books.

The following list of historical women can help the teacher as she/he searches for books, films, and supplemental materials to balance omissions and distortions in traditional textbooks:

Abigail Adams
Jane Adams
Susan B. Anthony
Ti-Grace Adkins
Clara Barton
Mary McLeod Bethune
Ann Bradstreet
Elizabeth Blackwell
Amelia Bloomer
Mary Cassett
Shirley Chisholm
Dorothea Dix
Charlotte Foster
Margaret Fuller
Grinike Sisters
Sara Joseph Hall
Ann Hutchison
Mary Lyon
Emma Lazarus
Virginia Miner
Constance Motley
Lucretia Mott
Lydia Mott
Carrie Nation
Florence Nightingale
Emmeline Pankherst
Frances Perkins
Pocahontas
Eleanor Roosevelt
Alice Roosevelt
Sacajawea
Margaret Sanger
Margaret Chase Smith
Elizabeth Cady Stanton
Gloria Steinem
Lucy Stone
Harriet Beecher Stowe
Sojourner Truth
Harriet Tubman
Mercey Otis Warren
Mary Wallstonecraft

Ethnic Minority Individuals

José Maria Morelos
Vicente Guerrero
Agustín de Sturbide
Antonio López de Santa Anna
Lorenzo de Zauala
Benito Juárez
Porfinio Díaz
Pancho Villa
Francisco Madero
Emiliano Zapata
Victoriano Huerta
Alvaro Obregón
Venustiano Carranza
Lázaro Cárdenas
Diego Rivera
José Orozco
David Siquieros
Amado Chávez
Cesar Chávez
Rodolfo P. Hernández
Daniel Fernandez
Vicente T. Ximenes
Armando Rodriguez
Hector García
Raul Castro
Joseph Montoya
Henry B. Gonzalez
Eligio de la Garza
Edward R. Roybal
Eugene Gonzales
Miguel Montes
Francisco Bravo
Danny Villanueva
Dennis Chavez

Famous Black Americans

Marian Anderson
Crispus Attucks
Benjamin Banneker
Mary McLeod Bethune
Julian Bond
Tom Bradley
Sen. Edward W. Brooke
Jim Brown
Dr. Ralphe J. Bunche
Dr. George Washington Carver
Wilt Chamberlain
Shirley Chisholm
Frederick Douglass
Dr. Charles Drew
W. E. B. Du Bois
Edward "Duke" Ellington
Althea Gibson
Berry Gordy, Jr.
Adm. Samuel L. Gravely, Jr.
Patricia R. Harris
Langston Hughes
Rev. Jesse L. Jackson
Gen. Daniel "Chappie" James
John H. Johnson
Dr. Percy L. Julain
Rev. Martin L. King, Jr.
Joe Louis
Thurgood Marshall
Jan Ernst Matzeliger
Jesse Owens
Adam C. Powell, Jr.
A. Philip Randolph
Paul Robeson
Jackie Robinson
Harriet Tubman
Nat Turner
Booker T. Washington
Robert C. Weaver
Roy Wilkins
Dr. Daniel H. Williams
Granville T. Woods
Malcolm X
Whitney Young

"THIS WAS YOUR LIFE" — PERSONAL INTERVIEW

Upper Elementary Awareness/Attitude

Objective: Students will expand their knowledge of their own and other culture's histories.

Students will listen to their oral history as told by members of older generations.

Rationale: The television show, "Roots", has helped to stir interest in our country's past and present. America today is a multicultural society whose citizens represent a variety of equally valuable cultural histories. The basis for intercultural understanding is knowledge and the sooner it is developed, the better. Even new books often do not present minorities and women with their accurate histories. The older generation is one valuable resource that is often overlooked.

Materials: Copy of interview questions (attached). Someone from an older generation who can be interviewed.

Optional - Taped portions of "Roots" or other kinds of historical movies for motivation.

Activity: Interview an older person to discover what life was like for them 25 to 50 years ago.

The teacher may wish to add or delete some of the interview questions on the attached form, but even young children can do this project successfully.

The activity can be organized many ways. This could be an individual home assignment or group work. The teacher might invite a multi-ethnic group of older people to serve as a panel in the classroom or to sit and talk to small groups of children in the class. Groups small enough to allow very personal contact with the interview subject are much more productive than one large class activity.

Tips: This might be an excellent way to involve community and parents. The interviews could be edited, reported and added to the teachers supplemental materials file to be used again with other students.

This lesson could be combined with a lesson dealing specifically with listening skills.

QUESTIONS

Subject's Name____

Sex__________ Age__________

Relationship to student, if any______________________________

Life-time occupation____

Did you live most of your life in the city_____ or on a farm? _____. Where did you live as a child?___________________________

When you were my age, what did you want to be?_________________

What were the three most important events in your life?

1.____

2.____

3.____

What are the three most important historical events you have witnessed? How did you feel about them at the time?

How do you think these events affected American life?

Name five important items you use today that did not exist twenty years ago:

1.____________________________ 4.____________________________

2.____________________________ 5.____________________________

3.____________________________

What do you miss most about the "good old days?"

Were the "good old days" really good? Why, or why not?

Do you have any suggestions for today's young people?

Upper Elementary Behavior

Objective: Students will not limit their career considerations to stereotypically defined occupations.

Rationale: Many students consider limited career options because they have never seen members of their ethnic or sex group in a non-traditional career role; this is especially true for females. "When a boy is born, it is difficult to predict what he will be doing twenty-five years later...he will be permitted to develop and fulfill his own identity. But if the newborn child is a girl, we can predict, with almost complete certainty, how she will be spending her time twenty-five years later. Her individuality does not have to be considered; it is irrelevant."[1]

It is very important for students to observe females, ethnic minorities and males in non-stereotypical roles.

Activity: Field trips to resource sites where workers are males and females from different ethnic groups.

The discussion should emphasize that success on-the-job depends on the worker's interest, abilities and performance, rather than on race or sex.

Suggested Sites:

City Departments
A court with a female judge
Police Department
Telephone Company
Child care centers that have male employees
A female doctor
A female dentist

---

[1] Bem, Sandra and Daryl, "We're All Non-Conscious Sexists", Psychology Today, Nov. 1970, p.7.

Strategy submitted by Frances Delores Johnson, Business and Management Center. - DISD.

"LETTERS TO THE EDITOR" (AND OTHER FOLKS)

Upper Elementary Behavior

Objective: Students will take action appropriate to their values. Students will practice personal involvement in the change process.

Rationale: One acceptable and effective way to express dissatisfaction with inequities in our society is to write letters to those who might be able to affect change. In addition to the experience of getting involved with a real issue, students gain skills in self-expression, letter writing and logical persuasion.

Materials: Plain paper, envelopes, stamps.

Activity: When students find perceived or actual discrimination in books, materials, practices, or laws, the teacher can encourage students to write the appropriate authority. Some suitable recipient of letters from concerned students might include:

Senators
Members of Congress; other political figures

Textbook or school materials publishers,
Principals, athletic directors

Newspaper editors
Radio and television station managers

When letters to the editor are published or replies received, post these on the bulletin board. These can serve as the basis for other lessons or discussions.

The following is an example of a situation involving a 5th grade student:

The student was unhappy because the cover of a publication that came to her class showed the picture of a boy and read, "In the year 2000, we will again elect a new president. He may be in your class right now. He may be smart or he may seem dumb, but he is training to run our country..."

The student protested to her fifth grade teacher, (a male teacher), that, in the year 2000, we might elect a woman as president and therefore this publication was unfair.

Her teacher agreed, and took the experience one step further by encouraging her to state her concerns in a letter to the publisher. She and three friends wrote letters to the publisher. The teacher mailed the letters. Each girl received an individual reply. The attached letter is one of these responses from the publisher.

Scholastic

Scholastic Magazines, Inc.
50 West 44th Street
New York, N.Y. 10036
(212) 867-7700

November 18, 1976

Ms. Renea Smith
W. T. Hanes Elementary School
2739 Cheyenne
Irving, Texas 75062

Dear Ms. Smith:

I want to thank you for your letter about the cover of our Arrow November order form. You are absolutely right, and we are absolutely wrong. We did not mean to make it sound as if boys were better than girls. They are not, but we certainly did make it sound that way no matter what we meant to do. You are right to be angry at us and even more right to write and tell us about it. We agree with you, and we are going to make sure that we never say anything like we said in November again.

I hope you will accept the apologies of everybody at the Arrow Book Club.

Sincerely yours,

Michael Hobson

Michael Z. Hobson
Publisher
Book Club Division

/cd

SECONDARY STRATEGIES

RULES AND MORE RULES!

Secondary Home Econ./Soc. Stud. Attitude

Objective: The student will evaluate rules and tasks assigned because of sexual classification and strive to find logical reasons for the assignment.

Rationale: Many rules and activities are assigned to students based only on tradition with little or no regard for the appropriateness toward the individual. Students often resent the rule or task, but do not process its origin.

Materials: An index card for each student.

Activity: Give each student an index card. On one side have the student write their sex, but not their name. Then, have them write one activity they perform, or one rule they must obey at home or school, which is assigned to them solely on the basis of their sex.

On the back of the card, have them write a logical reason why they should not have to obey the rule or perform the duty.

Gather the cards and place them into piles according to sex.

Ask class members to choose a card from a pile of the opposite sex, then read aloud the front activity or rule and give a logical reason why the author of the card might feel the rule or duty to be unfair. Then, read aloud the rationale on the back of the card.

Allow the class members to comment on any differences in the two explanations.

Strategy by Linda Clark, "Jack and Jill Fight Back", Media and Methods, October, 1975, p. 26.

ANYTHING THEY WANT TO BE

Secondary

Awareness

Objective: Students will be able to name at least two ways people learn sex-role stereotypes.

Rationale: Sexism in educational institutions often is very subtle. Before changes can be initiated, the "obvious" must be made visible. This film captures everyday occurences in schools, and allows the viewer to examine the educational setting.

Materials: Film - "Anything They Want to Be" (Available through the Dallas Independent School District in Dr. Ruby Morris' office 824-1620; Ext. 208). Movie projector and screen.

Note: Preview the film and review the activities.

Activity: Students will watch a short film, "Anything They Want to Be". As they view the film, have them look for examples of sexism. Does anything in the film remind them of other examples of sexism? Students should be aware of experiences they have had similar to those in the film. Finally, students should notice how people in the film are learning sex-role stereotypes.

After the film, ask: "What examples of sexism did the film show which you have actually seen or experienced?"
"What examples of sexism shown in the film were new to you?"
"What are some other examples of sexism you have observed in schools?"
"Have you noticed yourself or others treating boys and girls differently?" In what ways?"
"Can you recall any childhood incidents in which you were told by friends that you could not do something because of your gender?"
"Do you think incidents like the ones in the film affect choices made in later years? Can you give some personal examples?"
"What are some ways shown in the film that people learn sex-role stereotypes?"

As your group discusses this film, you will want to encourage reactions to some ot its more important messages. These include:

1. The mixed messages the children received when reviewing the occupational illustrations while listening to the teacher's rather uncertain disclaimer telling the girl she could be a doctor.

2. The boy did not trust the girl to do her own welding. She had not had proper instructions from the teacher.

3. The boy set up the movie projector and the teacher (female) panicked when it broke and the little girl tried to fix it. "Run get the boys" is her response.

4. When the male professor saw a successfully completed science project, he assumed that the boy had done it. When the girl started explaining the process, the teacher lost interest.

5. When the children were discussing the firefighter, the boys were very stereotypical in their responses. Notice that the boys said, "My Dad said ---", showing that stereotyping is also learned at home. The boys also made fun of how the girl would look in a fireman's hat.

Project adapted from Texas Teacher Center Project - Women's Equality in Education.

PREJUDICE AND PRIDE

Secondary Home Econ./Soc. Stud. Attitude

Objective: The students will examine prejudice and its roots.

Rationale: Before students can eliminate prejudice and intolerant behaviors, they must understand the source of these behaviors. Prejudice means to pre-judge or make a decision before you have studied the facts. It is not always bad to prejudge; it may even be necessary in an emergency. Prejudice, however, is bad when it becomes illogical and threatens the rights of others.

Materials: Paper folded lengthwise. Pencil. A box wrapped like a gift.- Anything can be inside.

Activity: This is a two-part strategy.

Part I

Have students take a piece of paper and fold it lengthwise. Tell the students you are going to give them a "psychological test", but do not explain what the test is meant to measure. Assure them that it is for fun.

Ask the students to number one side of the folded paper 1 to 6. Ask them to answer the following questions:

1. Do you like cats? Yes, No, or Uncertain.
2. Do you like raw oysters? Yes, No, or Uncertain.
3. Do you like classical music? Yes, No, or Uncertain?
4. Would you like to live in Europe? Yes, No, or Uncertain?
5. Do you like to waltz? Yes, No, or Uncertain.
6. Would you like to know what is in the package that I am holding? Yes, No, or Uncertain.

Now ask them to turn the paper over and answer the following questions:

1. Have you ever owned a cat for more than a month? Yes or No.

2. Have you ever eaten raw oysters? Yes or No.
3. Have you ever attended a symphony or listened to a complete recording of one? Yes or No.
4. Have you ever been to Europe? Yes or No.
5. Do you know how to waltz? Yes or No.
6. Do you think there is something valuable in this package? Yes, No, or Uncertain.

Have the students unfold their paper so both sets of answers are visible. To score the test use the following procedure:

1) They get a zero if the second part of the question was answered No and the first part answered either Yes or No.

(e.g. Do you like cats? Yes (or No)
Have you ever owned a cat for more than a month? No.)

2) They get one point if they answered the second part of the question Yes and the first part was either Yes or No.

(e.g. Do you like cats? Yes (or No)
Have you ever owned a cat for more than a month? Yes.)

3) They get two points if they answered the second part of the question No and the first part Uncertain.

(e.g. Do you like cats? Uncertain
Have you ever owned a cat for more than a month? No.)

4) They get three points if they answered the second part of the question Yes and the first part of the question Uncertain.

(e.g. Do you like cats? Uncertain
Have you ever owned a cat for more than a month? Yes.)

All questions are graded this way except the last one about the box. Regardless of how they answered the first part of the question, they receive a zero if they answer either Yes or No to the second part and three points if they answered Uncertain.

Rankings are as follows:

15-18	Very open-minded, honest, willing to study the facts
10-14	Average
5-9	Below average, likely to jump to conclusions, prone to prejudice
0-4	Very prone to prejudice, easily influenced by others

At this point, students will want to challenge the validity of the test, qualify their answers, and question the implications. When this happens, you can begin the discussion.

Suggested discussion questions:

1. Can you really judge something if you have had little or no experience with it?

2. Can you judge all cats by an experience with one cat? What about groups of people? For example, the American Indian? Are your opinions about people sometimes based on slogans rather than personal contact?

3. What about the box? If you decided it contained something valuable, did you want it? Was it a logical decision or a hunch? What's the difference between a hunch and a prejudice?

4. People are like boxes; they have many different wrappings, but we never are sure what's inside until they open up. Is deciding beforehand a good habit?

During the discussion that follows, the teacher should help students realize that intolerances and prejudice are the result of:

- conditioning
- conflicting values
- ignorance
- need to feel superior
- fear

(Part II of Strategy explained on following page)

First part of the activity taken from Richard Reichert's, Self Awareness Through Group Dynamics, 1970, pp. 74-79.

Part II

Next, divide students into groups of three or five. They are to pretend that they are neighbors in a middle-class neighborhood.

Give each group the following list of possible new neighbors and have them discuss and select five new neighbors.

a. male vegetarian pianist and a male friend
b. construction worker
c. single police woman
d. Jewish rabbi
e. bus driver
f. garbage collector
g. radical college professor
h. professional football player
i. poor Greek immigrant family
j. Athiest medical doctor
k. middle-class black or white (opposite of your own race)
l. lower-class black or white (opposite of your own race)
m. director of nudist camp
n. member of Klu Klux Klan
o. fundamentalist preacher
p. member of Nazi party
q. family with 10 small children
r. single woman with two teenagers
s. three people who look like "hippies"
t. single male with his girlfriend

Each group reports back to the class after the students have selected their neighbors. Ask the students if they have, in fact, lived next door to any of the people they eliminated? Have they lived next door to any of the kinds of people they included on their list? Can they identify the true source of some of their own intolerances?

Second part of the activity was submitted by Juanita Gammill, Sunset High School. (Adapted from Scott Foresman.)

PERSONAL JOURNAL

Secondary Home Econ./Soc. Stud. Attitude/Awareness

Objective: Explore the current physical, psychological and sociological roles of girls and boys in our society as they relate to each individual.

Increase skills in recording one's thoughts in written form.

Rationale: Many stereotypical roles are accepted by individuals without being aware of their feelings toward those roles.

Materials: Ditto suggestion sheets for journal.

Activity: Students keep a structured journal of their experiences related to their own gender socialization.
Suggested time - one week.
Suggested Journal entries*

1. Your honest reaction to something that happened in class.
2. Your reaction to something you read.
3. A quotation - copy it and comment on it.
4. A problem with which you are struggling.
5. Suggestions for improving class.
6. A summary of something you read.
7. A mistake from which you learned something.
8. An idea with which you disagree and why.
9. A question you cannot or won't ask in class (leave the room, the teacher will try to answer it).
10. A favorite fantasy.
11. A description of a person you like.

12. An important experience.

13. (When all else fails), Have students finish the sentence , "I am___________________."

Tips: Keep the time manageable so students do not tire of the assignment. Share a page from your journal with students. A related or class activity could be a classroom unit on journals in history.

For historical journal accounts related to women, see Growing-Up Female in America.

*Taken from "Ella Price's Journal", Dorothy Bryant, Redbook Magazine, September, 1972, p. 173.

HUMOR — IS IT ALL IN JEST?

Secondary Home Econ./Soc. Stud.

Objective: Students will examine sexist and racist biases in humor.

Rationale: Many of our attitudes about ourselves and society are formed from the "humor" of that society. "Aggie jokes" are found world-wide but are targeted at different cultural sub-sets, (the Polish ethnic minority in the Northeast, the Mexican minority in Guatemala, the lower caste in India, etc.). Women and minorities are often the target of jokes in America. Humor and the ability to laugh at ourselves is life's salve, but it can be destructive.

Many people think it's trivial to be concerned about racist and sexist humor. However, as Aristophanes noted, "Small children throw sticks at frogs in jest, but the frogs die in earnest".

Materials: Jokes and cartoons from newspapers, (especially the comics section), magazines, editorial cartoons, books, etc.

Activity: Have students collect 10 to 20 jokes and analyze them for the hidden messages.

Select several jokes from each student to display how put-downs affect people and groups who are the joke targets.

Tips: Students like this project and usually are surprised at the underlying messages in humor.

PICTURE POWER — RACISM AND SEXISM

Secondary Attitude/Awareness

Objective: Students will explore their understanding of institutionalized sexism and racism to develop a common definition of each.

Rationale: The "picture pac" photos were selected to demonstrate both obvious and subtle examples of racism and sexism. By examining the photographs, participants will compare their own understandings with those of their peers.

Materials and Activity explained in Adult Section of this notebook, pages 175-192.

HEALTHY ADULT

Secondary | Home Econ./Soc. Stud. | Attitude

Objective: Students will compare their selections of male, female, and healthy adult characteristics with psychological findings.

Rationale: Often psychological characteristics attributed to a healthy adult are different from those used to describe an adult woman. Broverman's studies on sex stereotypes and mental health are excellent research for students to look at themselves and others.

Materials and Activity explained in Adult Section of this notebook, page 153.

THE POWER OF WORDS

Secondary Home Econ./Soc. Stud. Attitude

Objective: Students will identify 3 to 5 kinds of sex and race biases in the English language.

Rationale: A culture's language reflects its values. The English language is both racist and sexist. Until students are aware of these subtle biases, they will accept them as normal and true since people do not question those things that are so normal as to be unnoticed.

Activity: A. To identify sexism in the English language, let students list words to describe females. Check the words that have negative connotations. Now try to find the male equivalent. Is it as negative in connotation?

Description	Female Term	Male Term
Unmarried 45 year old person	Spinster	Bachelor
Sexy person	Chick	Stud
Complainer	Shrew	Grouch
Derogatory term for parent	Old Lady	Old Man
Outspoken person		
Unmarried sexually active person		
A person who excels in sports		
A person whose job it is to clean house and cook	Homemaker	Janitor
A person who bosses their spouse	Nag	Head-of-the household

B. Have students list words that are used generically, (such as "mankind"). Is there a non-sexist equivalent that could be substituted? How does the reader know if a word means "male" or if it is being used generically? Remember Susan B. Anthony tried to vote under the 14th ammendment but the courts held that "Man" in that case did not include females. Therefore, ask if women are covered under the Constitutional protection of "All men are created equal?"

C. Let students list as many negative examples as they can to the word "black". (e.g. Black versus sin). Are there positive connotations for "black"?

Now list positive connotations for "white". (e.g. "pure White"). Are there negative connotations for "white"?

How do students react? Does this affect the self-image of either group?

D. Have students look in newspapers for examples of unequal treatment of males and females in language. Record and write a paragraph about your findings.

Examples:
- Mr. Jones and his wife
- A long article about a prominent man that ends with "he is married to Mrs. X., and has 4 children."
- "the women and children".....

E. Have students examine the use of adjectives or descriptive words that are derogatory. For example, why is it that women "gossip" while men "converse"?

Why are women who get excited "hysterical", while men are involved?

Why are poor minority neighborhoods "ghettos", while other poor neighborhoods are "run down?"

Why??

EVALUATING TEXTBOOKS

Secondary Awareness

Objective: Students will examine major ways that textbooks and materials reflect racial and sexual biases.

Rationale: Because textbooks represent the prescribed body of knowledge, they are very important to students. The latent content in textbooks is often reinforced stereotypical concepts of women and ethnic groups. Much information concerning women and minorities has been omitted from traditional textbooks.

Activity: Activity and textbook examination form explained in Adult Section of the notebook, page 193.

(Students need to learn to read texts critically for distortions, omissions, and stereotypic reinforcers.)

TV — A POWERFUL MEDIUM

Secondary Home Econ./Soc. Stud. Attitude/Awareness

Objective: To review current role expectations of men and women in America.
To use television as a viable learning tool while developing critical analysis skills needed to cope with such a powerful influence.

Rationale: Television is a powerful force in our lives. Many of our ideas about acceptable behavior patterns and social roles are reinforced by what we see on TV. Studies currently are being conducted on the influence of television on our society. Television programs constantly reinforce the roles of males and females. Social class roles also are stereotypically portrayed in most programs.
Students need to develop skills to discriminate beween fact and fiction and to evaluate and analyze what they see.

Situation comedies typically have been stereotypical in their presentations, although there have been some wonderful exceptions. Because many students watch this type of program nightly, the programs have even greater impact.

This activity will help students to assess the roles they observe in situation comedies.

Materials: TV set, TV observation sheet for each student (copy attached).

Activity: This project can be done in class, especially if the teacher videotapes a selected program. An in-class project has the advantage of the students relating to one program for feedback and discussion.

Many teachers prefer to assign the TV observation as homework so the students can watch three or more different programs. This gives the student an option as to program selection and a greater data base.

In either procedure, follow-up discussion and feedback are the keys to making this a meaningful project.

TV OBSERVATION SHEET

Name of program(s):

Main Characters: (put an (F) by Females; put an (M) by Males). Describe each character with one or two-word adjectives.

What do adult women worry about?

What do adult men worry about?

What do girls do?

What do boys do?

Which group is most concerned with its appearance?

Now, what does TV show and tell us about being:

Male ______________________	Female ______________________
Anglo ______________________	Black ______________________
Mexican-American ______________	Native-American ______________
Parents ______________________	Old ______________________
Rich ______________________	Poor ______________________

BEAUTY IS . . .

Secondary Home Economics Attitude/Awareness

Objective: Students analyze how clothing and the ideal of "feminine beauty" affect girls' activities and the development of girls' characters.

Students contrast the ideal of advertised beauty with reality.

Rationale: Stories, articles, and advertising stress the overriding importance of physical appearance to females. Too often, self-definition and satisfaction are derived, not from personality, character or deeds done, but from physical attributes and dress alone.

Materials: Fashion magazines, glue, scissors, large poster board or paper.

Activity: Let the students work in small groups to make a "beauty" collage. Have the students clip advertisements and articles that stress the importance of how females look.

After they have completed the collage, let each group write down the characteristics of women portrayed on their poster.

Then, the groups report back to the class. Begin to see if the students feel as if they fit these descriptions of the ideal beauty.

Question why this ideal "beauty" developed and who benefits most from women spending so much time, money and effort on beauty products?

Some discussion questions might include:

1. Is there a difference between "artificial" beauty and "real" beauty?

2. Do you know someone who is beautiful that would not fit the description of beauty we have found in the magazine?

3. How does the emphasis on clothes and makeup affect people on a limited budget?

4. Can you be "beautiful" in America and not spend a lot of money?

5. Have the ideals of beauty changed over the years?

6. Is beauty in the advertisements the same as health?

7. Are ideals of beauty different for different ethnic groups?

8. Where are the beautiful people over 35 or do you automatically cease to be beautiful at 35?

9. Do men spend as much time and energy as women on being beautiful?

10. Do we need to redefine beauty?

11. Can we redefine beauty with pressure from society to keep it as it is now?

12. Who defines beauty? Clothes designers, cosmetic companies, hair stylists, etc.?

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"LOVE IS . . . ."

Secondary Home Economics Attitude

Objective: Students will examine the traditional "romantic love" relationships between males and females. Students will identify traditional behaviors that demonstrate "love".

Rationale: Romantic myths about the male-female relationship often perpetuate unrealistic, dependency roles that deny both partners full and responsible self-development.

A mature, loving relationship allows both partners to nourish, to support one another, and to develop their own lives. It requires compromise, not capitulation.

Romantic myths are perpetuated through popular media. One widely-circulated carrier of romantic love messages is the cartoon series, "Love is...."

Materials: As many copies of "Love is...." cartoons from the newspaper as you can find or let students collect their own.

Activity: Rewrite "Love is..." cartoons to reflect an equal relationship.

Students also may redraw the cartoons.

Display the "old" versus the "new" cartoons and use them as an introduction for a unit on responsible male-female relationships.

BOY BABIES — GIRL BABIES

Secondary	Home Economics	Attitude/Awareness

Objective: Students examine and evaluate how much of their own personalities and self-concepts were developed by the way other people reacted to them as babies.

Rationale: Self-concept and "scripting" for our life as adults starts at birth. In preparing to be parents themselves, students must understand the importance of programming during infancy. By looking back to their own infancy, they can begin to understand how much of their basic personality and role expectations are based on early experiences.

Materials: Baby pictures, large sheet of plain paper, large envelope or folder (to put pictures in so no one else can see them).

Activity: Students are asked to bring one or two baby pictures of themselves. Instruct the student not to show the picture(s) to anyone before the class. (Teacher: Be sure you bring a picture also!)

Let the students give you the pictures and put them in the envelope or folder so no one sees them before the project begins.

Take all the pictures and fasten them to the plain paper in random order. Number each picture.

Then, let the students write the numbers on an individual sheet of paper and try to guess which picture belongs to each class member. After they have recorded their guesses, let one student at a time go to the board and sign their name beside their own picture.

This activity is a good discussion starter. It allows students to see current physical appearance, style of dress, and personality traits that were developed very early in their lives.

Project submitted by Katherine Day, Homemaking teacher, J. F. Kimball High School, Dallas Independent School District.

THE STORY OF BABY X

Secondary Home Economics

Objective: To explore sex-role stereotyping in the context of child development and child rearing practices in the United States.

Rationale: Sex-role stereotyping begins at birth when girls are tagged with pink cards and blankets, while boys are given blue ones. Most people react immediately to the baby as a male or female.

Students can examine this phenomenon and become aware of it in their families or as they prepare to have families of their own.

Materials: Story of Baby X (attached).

Activity: Read the following story about Baby X. Discuss the implications or have a group of students read the story and then role play the story for the rest of the class.

"X: A FABULOUS CHILD'S STORY" BY LOIS GOULD

Once upon a time, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl. Its parents could tell, of course, but they couldn't tell anybody else. They couldn't even tell Baby X, at first.

You see, it was all part of a very important Secret Scientific Xperiment, known officially as Project Baby X. The smartest scientists had set up this Xperiment at a cost of exactly 23 billion dollars and 72 cents, which might seem like a lot for just one baby, even a very important Xperimental baby. But when you remember the prices of things like strained carrots and stuffed bunnies, and popcorn for the movies and booster shots for camp, let alone 20 shiny quarters from the tooth fairy, you begin to see how it adds up.

Also, long before Baby X was born, all those scientists had to be paid to work out the details of the Xperiment, and to write the *Official Instruction Manual* for Baby X's parents and, most important of all, to find the right set of parents to bring up Baby X. These parents had to be selected very carefully. Thousands of volunteers had to take thousands of tests and answer thousands of tricky questions. Almost everybody failed because, it turned out, almost everybody really wanted either a baby boy or a baby girl, and not a Baby X at all. Also, almost everybody was afraid that a Baby X would be a lot more trouble than a boy or a girl. (They were probably right, the scientists admitted, but Baby X needed parents who wouldn't *mind* the Xtra trouble.)

There were families with grandparents named Milton and Agatha, who didn't see why the baby couldn't be named Milton or Agatha instead of X, even if it *was* an X. There were families with aunts who insisted on knitting tiny dresses and uncles who insisted on sending tiny baseball mitts. Worst of all, there were families that already had other children who couldn't be trusted to keep the secret. Certaily not if they knew the secret was worth 23 billion dollars and 72 cents—and all you had to do was take one little peek at Baby X in the bathtub to know if it was a boy or a girl.

But, finally, the scientists found the Joneses, who really wanted to raise an X more than any other kind of baby—no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies. And they had to promise never to hire any baby-sitters. The government scientists knew perfectly well that a baby-sitter would probably peek at X in the bathtub, too.

The day the Joneses brought their baby home, lots of friends and relatives came over to see it. None of them knew about the secret Xperiment, though. So the first thing they asked was what kind of a baby X was. When the Joneses smiled and said, "It's an X!" nobody knew what to say. They couldn't say, "Look at her cute little dimples!" And they couldn't say, "Look at his husky little biceps!" And they couldn't even say just plain "kitchy-coo." In fact, they all thought the Joneses were playing some kind of rude joke.

**Ms.*, December 1972, pp. 74-76. Reprinted by permission of the publisher.

But, of course, the Joneses were not joking. "It's an X" was absolutely all they would say. And that made the friends and relatives very angry. The relatives all felt embarrassed about having an X in the family. "People will think there's something wrong with it!" some of them whispered. "There *is* something wrong with it!" others whispered back.

"Nonsense!" the Joneses told them all cheerfully. "What could possibly be wrong with this perfectly adorable X?"

Nobody could answer that, except Baby X, who had just finished its bottle. Baby X's answer was a loud, satisfied burp.

Clearly, nothing at all was wrong. Nevertheless, none of the relatives felt comfortable about buying a present for a Baby X. The cousins who sent the baby a tiny football helmet would not come and visit any more. And the neighbors who sent a pink-flowered romper suit pulled their shades down when the Joneses passed their house.

The *Official Instruction Manual* had warned the new parents that this would happen, so they didn't fret about it. Besides, they were too busy with Baby X and the hundreds of different Xercises for treating it properly.

Ms. and Mr. Jones had to be Xtra careful about how they played with little X. They knew that if they kept bouncing it up in the air and saying how *strong* and *active* it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how *sweet* and *dainty* it was, they'd be treating it more like a girl than an X.

On page 1,654 of the *Official Instruction Manual,* the scientists prescribed: "plenty of bouncing and plenty of cuddling, *both.* X ought to be strong and sweet and active. Forget about *dainty* altogether."

Meanwhile, the Joneses were worrying about other problems. Toys, for instance. And clothes. On his first shopping trip, Mr. Jones told the store clerk, "I need some clothes and toys for my new baby." The clerk smiled and said, "Well, now, is it a boy or a girl?" "It's an X," Mr. Jones said, smiling back. But the clerk got all red in the face and said huffily, "In *that* case, I'm afraid I can't help you, sir." So Mr. Jones wandered helplessly up and down the aisles trying to find what X needed. But everything in the store was piled up in sections marked "Boys" or "Girls." There were "Boys' Pajamas" and "Girls' Underwear" and "Boys' Fire Engines" and "Girls' Housekeeping Sets." Mr. Jones went home without buying anything for X. That night he and Ms. Jones consulted page 2,326 of the *Official Instruction Manual.* "Buy plenty of everything!" it said firmly.

So they bought plenty of sturdy blue pajamas in the Boys' Department and cheerful flowered underwear in the Girls' Department. And they bought all kinds of toys. A boy doll that made pee-pee and cried, "Pa-pa." And a girl doll that talked in three languages and said, "I am the Pres-i-dent of Gen-er-al Motors." They also bought a storybook about a brave princess who rescued a handsome prince from his ivory tower, and another one about a sister and brother who grew up to be a baseball star and a ballet star, and you had to guess which was which.

The head scientists of Project Baby X checked all their purchases and told them to keep up the good work. They also reminded the Joneses to see page 4,629 of the *Manual*, where it said, "Never make Baby X feel *embarrassed* or *ashamed* about what it wants to play with. And if X gets dirty climbing rocks, never say, 'Nice little Xes don't get dirty climbing rocks.' "

Likewise, it said, "If X falls down and cries, never say 'Brave little Xes don't cry.' Because, of course, nice little Xes *do* get dirty, and brave little Xes *do* cry. No matter how dirty X gets, or how hard it cries, don't worry. It's all part of the Xperiment."

Whenever the Joneses pushed Baby X's stroller in the park, smiling strangers would come over and coo: "Is that a boy or a girl?" The Joneses would smile back and say, "It's an X." The strangers would stop smiling then, and often snarl something nasty—as if the Joneses had snarled at *them.*

By the time X grew big enough to play with other children, the Joneses' troubles had grown bigger, too. Once a little girl grabbed X's shovel in the sandbox, and zonked X on the head with it. "Now, now, Tracy," the little girl's mother began to scold, "Little girls mustn't hit little...." and she turned to ask X "Are you a little boy or a little girl, dear?"

Mr. Jones, who was sitting near the sandbox, held his breath and crossed his fingers.

X smiled politely at the lady, even though X's head had never been zonked so hard in its life. "I'm a little X," X replied.

"You're a *what*?" the lady exclaimed angrily. "You're a little b-r-a-t, you mean!"

"But little girls mustn't hit little Xes, either!" said X, retrieving the shovel with another polite smile. "What good does hitting do, anyway?"

X's father, who was still holding his breath, finally let it out, uncrossed his fingers, and grinned back at X.

And at their next secret Project Baby X meeting, the scientists grinned, too. Baby X was doing fine.

THE END

SPORTS — IS IT A MAN'S WORLD?

Secondary Attitude/Awareness

Objective: Students will conceptualize and generalize their knowledge and attitudes about sports programs for women and men.

Rationale: The physiological, psychological and social benefits derived from physical education are of equal importance to males and females. Programs for both sexes should offer equal opportunities to develop life-long habits of health and physical fitness.

Activity:

1. Have students list as many sports activities as they can. On the blackboard or on newsprint, record each sport as it is named.
2. When the students have named as many sports as possible, group the activities into catagories of commonality. Some catagories might include team sports, individual sports, contact non-contact, life-time versus limited-time participation.
3. After the students have grouped the sports, count the number of males versus the number of females that have actually participated in each sport.
4. A pattern may emerge. Many girls probably will not have participated in many team sports.
5. Let the students give the cause for lack of participation by each sex in certain sports.
6. Then, ask for general effects of non-participation in sports by both groups.

Example:
a. Men are often denied the benefits of enjoying dance because it's been considered "sissy".
b. Women have been denied the financial rewards of professional sports because they had no access to professional coaching, facilities, scholarships, etc.

7. Ask students to write one general statement about what they have learned about sports participation.

Tips: This can be an introductory activity followed by research. Topics can relate to athletic figures, interviews with female coaches, or investigation into the school's athletic program, (to find out how the athletic budget, facilities and coaching staff are divided between men and women's sports program.)

SELF-EXPECTATIONS

Secondary Social Studies - Attitude

Objective: Students will examine the effect of gender on their self-expectations.

Rationale: Girls seem to know more about boys' interests and roles than boys know about girls' interests and role expectations. When one "walks a mile in another's shoes", one must carefully examine the other person's experience.

Materials: An interested, neutral group leader (teacher).

Activity:

Step 1: Ask each student to write a short paragraph on what she/he plans to do, or be, when they finish their education.

Step 2: Collect the papers and divide the room in half according to sex, boys on one side, girls on the other. Students turn so they are facing someone from the other side.

Step 3: Students exchange papers so that a girl has a boy's paper and a boy has a girl's paper.

Step 4: Ask the students facing one another to enter into a debate, each challenging the other's expectations. The boy must defend the girl's choice as if he had written this. The girl must challenge that choice as vigorously as possible.

After about 5-10 minutes, switch roles so that the girl defends the boy's choice as if she had made it. (Where words like housewife appear, the boy should say househusband, or father instead of mother, etc.)

Step 5: After the debates, have the class discuss their partner's reactions and any conclusions they made.

Tips: It is very important that the teacher remain neutral. The students usually resent any adult's attempts to enter into the debate portion of the activity.

Strategy developed by Adele Meyer, Rayetta Rule-Boyd, Shirley Olsen, and Elizabeth Roe --

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IDENTIFYING FAMILY ROLES

Secondary   Home Econ./Soc.Stud.   Awareness/
Attitude/Behavior

Objective: The students will become aware of at least ten family roles. The students will identify five roles they play in their own family sturcture.

Rationale: Roles are often assigned to students because of their sex and/or birth position in the family. Different role expectations often conflict. Often, students have trouble switching from one role to another (as from dominant role as baby sitter, to submissive role as son). Roles played in the family definitely affect the students' decisions for their living patterns in the future.

Activity: Draw a circle wheel design with at least five spokes. Put your name in the center and let each spoke represent the different roles you play in your family. Write the name of one role per spoke.

Then, on another piece of paper, write a paragraph for each role. List the people you interact with in each role and what is expected of you.

Let students compare their wheels and discuss the paragraphs.

Some questions to be discussed might include:

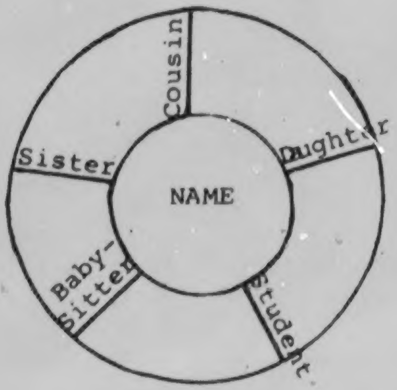
1. Are your roles in the family influenced by the fact that you are a boy or a girl?
2. Are different behaviors expected or allowed for the girls and boys in your family?
3. Is it hard to do everything in all your different roles each day and to please everyone? Explain.
4. Will the roles you play now be basically the same as those in your future family? Will you choose to marry? If so, will you pattern your role after your parents (or parent)?

5. Look at roles in your extended family. What kinds of roles does your Grandmother play? Uncles? Counsins?

6. Do roles differ when a husband and wife have no children? Look at roles in different living patterns. Do roles change for persons who live with a friend, divorced parents who live in dormitories or old-age homes, or members of a tribe.

7. Do roles change in a family when it loses one of the family members?

Example:



Activity adapted from the "Family Unit", The Role of Women in American Society, Unit I, Girls at 12, Education Development Center, Inc., Newton, Mass., p. 40-41.

WHO DOES WHAT?

Secondary Home Econ./Soc. Stud.

Objective: Students will expand their career considerations to stereotypically defined occupations.

Rationale: Many students only consider a very limited number of career options because they have never seen certain ethnic or sexual persons filling non-traditional occupational roles. This is especially true for females. "When a boy is born, it is difficult to predict what he will be doing twenty-five years later...he will be permitted to develop and fulfill his own identity. But if the newborn child is a girl, we can predict with almost complete certainty how she will be spending her time twenty-five years later. Her individuality does not have to be considered; it is irrelevant."

It is very important for students to observe females, ethnic minorities and males in non-stereotypical roles.

Activity: Field trips to resource sites where workers are male and female from different ethnic groups.

Discuss how success on the job depends on the worker's interest, abilities and performance, rather than race or sex.

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[1] Bem, Sandra and Daryl, "We're All Non-Conscious Sexists", Psychology Today, Nov. 1970, p.7.

Strategy submitted by Frances Delores Johnson, Business and Management Center, Dallas Independent School District.

LIFE STYLES

Secondary Home Econ./Soc. Stud. Attitude/Awareness

Objective: Students will examine factors that influence the life style of their family and families of cultures different from their own.

Rationale: A student's self-concept and feelings about her/his ethnic background are greatly influenced by factors that determine the family's life style. Students can understand themselves and their families better if they identify factors that affect how the family limits or increases the options for changing family living patterns.

Activity: Have students diagram a family life style profile by listing the following:

a. number of family members and their ages
b. the race, cultural or ethnic group to which they belong
c. the sex of the different family members
d. the family's religion; is it the same for all?
e. place of residence - describe the area (example: city, suburb, country).
f. income bracket -- low income, middle or high
g. special things about the family such as special foods eaten, special occupations of one or more family member, etc.

Compare your list with those of the rest of the class. What differences and similarities are there? Do the girls in the class find that, although families' life-styles may be very different, girls are taught similar things?

Optional Activity: Make a picture book about your family.

Activity adapted from the "Family Unit", The Role of Women in American Society, Unit I, Girls at 12, Education Development Center, Inc., Newton, Mass., p. 42-43.

SHARING HOUSEHOLD RESPONSIBILITIES

Secondary   Home Econ./Soc. Stud.   Attitude/Behavior

Objective:	Students will be aware that household maintenance is the responsibility of all family members. Students will be aware that it is not necessary to have conflict between marriage and career for either spouse, but that neither must bear full responsibility for household chores.
Rationale:	A married woman's success at combining career and family responsibilities often depends on the husband's ability to blend his work and family life. In the past, a working wife and mother had two full-time jobs, one at home and one away from home. Students who can identify solutions to household labor-division problems may avoid these problems in a marriage.
Materials:	Lists of household chores.
Activity:	Pair students with a member of the opposite sex (or if class is uneven, divide into small groups of 3 or 4 with at least one member of the opposite sex in each). Give each pair or small group 15 to 20 minutes to divide the (A) following list of household chores between them; (B) Also, have students list "tips" for simplifying routine household maintenance so it is easier for everyone.

List of household routine chores:

- cleaning house, (sweep, dust, mop, vacuum)
- laundry, (sort, wash, fold, iron)
- make beds
- dishes
- food preparation
- keep budget; pay bills
- maintain automobile
- grocery shopping
- sewing, (or repairing clothing)

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- feed children
- put children to bed
- teach, play with children
- maintain yard
- fix small appliances
- change lightbulbs, fix plumbing leaks
- take out trash
- wash windows
- water house plants

Bring small groups back together and report major decisions.

Discussion should bring out many important points about "woman's work" and "man's work".

Adapted from Stebbens, Ames, Rhoses - Sex Fairness in Career Guidance, Abt Publications, Cambridge, Mass., 1975, p. 69.

CULTURAL FOOD EXCHANGE

Secondary — Home Econ./Soc. Stud. — Attitude/Behavior

Objective: The students will share positive, cross-cultural experiences in order to develop greater empathy for our pluralistic society.

Rationale: Research has documented that one of the most effective methods for improving race relations in a school is to provide mixed ethnic group students with activities which have a high success probability built-in. Since most high school students like to eat, this activity is almost sure to succeed!

Materials: Culturally typical dish of food prepared by the students and brought to school. Paper plates, eating utensils, water or punch.

Activity: All class members bring a favorite dish representative of everyday types of food typical to their family. Students have brought rice, beans, barbecue, greens, chitlins, cactus, tortillas, cornbread, deserts, etc. All the food is arranged on a table buffet style and the entire class takes small portions of each dish. Students may explain the origin of the dish and exchange recipes.

It's fun and it works! Students learn about foods they may not know about and they share an experience that almost always breaks down any barriers.

Activity submitted by Julian M. Treviño, North Dallas High School.

HISTORY OR MYTH?

Secondary Social Studies Attitude/Awareness

Objective: Students will examine our country's history to discover blatant and obvious "myths" which have been taught as "fact" with little questioning in recent decades.

Rationale: Much of what has been taught as history is actually institutionalized myth. These myths and/or legends have been used to perpetuate an idealized story, but have been much less exciting than the real stories of human trials.

Students today need to know the truth about their own heritage and the truth about the many cultural groups that make up American society.

Activity: Assign students topics for investigation. They are to act as private investigators to find out if the "story" related to the subjects in their history book is all true, partially true or very distorted. They are to reference their investigation and report to the class in a 5 to 10 minute oral presentation. Other class members can take issue with their findings. The presenters must defend their positions on the issue.

Suggested starter topics for investigation:

1. Columbus discovered America.
2. The "frontiersman" settled the West.
3. Betsy Ross made the American flag.
4. Thomas Jefferson believed in "freedom and justice for all".
5. "All men are created equal" includes men and women.
6. "Farmers" in early America were men.
7. Eli Whitney invented the cotton gin.
8. George Washington was above reproach.
9. Abraham Lincoln freed the slaves.
10. The civil war was fought to free the slaves.
11. The temperance movement primarily resulted from the action of little old ladies who did not like to see the men have fun.

12. In American history, "Cleanliness has been next to Godliness".

13. Have fun identifying your own topics!

QUOTES FROM THE PAST

Secondary Social Studies Attitude/Awareness

Objective: Students will compare and contrast quotations about women from the past.

Students will hypothesize about the authors' attitudes toward women's roles.

Rationale: Opinions about women's capabilities and "proper" place is society have existed throughout American history. Different opinions about women's capabilities imply different roles for men. Even leaders who developed and encouraged democratic and social reform in political, educational and economical segments of society often have narrow and limited perceptions of women.

Materials: Mimeographed copies of Two Visitors in the Colonies, Two Revolutionary Patriots, Opinions About Women Authors, Miscellaneous Quotes About Women, and the worksheet,Words From the Past.

Activity:

1. Divide the class into groups.
2. Give each group one set of quotations and a worksheet.
3. After each group has completed the worksheets, bring the class back together. On the board or a large sheet of paper, record the statements each group found as "Unfavorable to the Idea of Equality". After studying the statement, have the students list those roles which the authors would consider proper for a woman.
4. Next, ask the group to list the qualities and actions considered proper by the authors who expressed, "Ideas Favorable to Equality".
5. Discuss the differences in the lists with the class.
6. At this point the students may discover for themselves some of the accomplishments of

women and the difficulties they have overcome.

Tips: This is a good introduction activity for further study into the lives of women as suggested by the next activity.

Activity developed by the Resource Center on Sex Roles in Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, Washington, D. C., 1974, pp. 42-45.

Two Visitors in the Colonies

William Byrd was a gentleman from Virginia. He wrote about a visit to a friend's home.

"In the afternoon the ladies walked me about amongst all their little animals, with which they amuse themselves and furnish the table; the worst of it is, they are so tender-hearted they shed a silent tear every time any of them are killed." —

— *Writings of Colonel William Byrd of Westover in Virginia*, J.S. Basset, ed., Doubleday, Page, New York, New York, 1901

Rev. Andrew Burnaby was an Englishman who toured the American colonies during 1759-1760. He wrote about his visits.

"The Pennsylvanians, as to character, are a frugal and industrious people: not remarkably courteous and hospitable to strangers, unless particularly recommended to them; but rather, like the denizens of most commercial cities, the reverse. They are great republicans, and have fallen into the same errors in their ideas of independency as most of the other colonies have. They are by far the most enterprizing people upon the continent.

" . . . The women are exceedingly handsome and polite; they are naturally sprightly and fond of pleasure; and, upon the whole, are much more agreeable and accomplished than the men.

" . . . many of them would not make bad figures even in the first assemblies in Europe. Their amusements are chiefly, dancing in the winter; and, in the summer, forming parties of pleasure upon the Schuilkill,* and in the country . . ."

*Early spelling

— *Travels Through the Middle Settlements in North America in the Years 1759 and 1760*, Rev. Andrew Burnaby, Cornell University Press, Ithaca, New York, 1960

Resource Center on Sex Roles in Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, p. 42.

Two Revolutionary Patriots

Benjamin Franklin had a great deal to say about women and much advice to give.

"Good wives and good plantations are made by good husbands."

• •

"A little house well filled, a little field well tilled, and a little wife well willed, are great riches."

• •

'Good women are like stars in darkest night,
Their virtuous actions shining as a light
To guide their ignorant sex, which oftimes fall,
And falling oft, turn diabolical.
Good women, sure, are angels on the earth:
Of those good angels we have had a dearth;
And therefore all you men that have good wives,
Respect their virtues equal with your lives.

Women are books, and men the readers be,
Who sometimes in those books erratas see;
Yet oft the reader's raptured with each line,
Fair print and paper, fraught with sense divine;
Though some, neglectful, seldom care to read,
And faithful wives no more than Bibles heed.
Are women books? says Hodge, then would mine were
An almanack, to change her every year.

—From *Benjamin Franklin Reader* by Nathan G. Goodman. Copyright 1945 by Nathan G. Goodman, with permission of the publisher, Thomas Y. Crowell Company, Inc.

"Let us survey the morning dress of some women. Downstairs they come, pulling up their ungartered, dirty stockings; slipshod, with naked heels peeping out; no stays or other decent conveniency, but all flip-flop; a sort of clout thrown about the neck, without form or decency; a tumbled, discoloured mop or nightcap, half on and half off, with the frowzy hair hanging in sweaty ringlets, staring like Medusa with her serpents; shrugging up her petticoats, that are sweeping the ground and scarse tied on; hands unwashed, teeth furred, and eyes crusted — but I beg your pardon, I'll go no farther with this sluttish picture, which I am afraid has already turned your stomach."

—From *Benjamin Franklin*, byCarl Van Doren, Copyright 1938 by Carl Van Doren, Copyright renewed 1966 by Anne Van Doren Ross, Margaret Van Doren Bevans, and Barbara Van Doren Klaw. Reprinted by permission of the Viking Press, Inc.

"I was charmed with the account you give me of your industry, the table-cloths of your own spinning, etc. but the latter part of the paragraph, that you sent for linen from France because weaving and flax were grown dear, alas, that dissolved the charm; and your sending for long black pins, and lace, and *feathers!* disgusted me as much as if you had put salt into my strawberries. The spinning, I see, is laid aside, and you are to be dressed for the ball! You seem not to know, my dear daughter, that of all the dear things in this world, idleness is the dearest, except mischief." —from a letter to his married daughter

—Labaree, Leonard W. and Whitfield J. Bell, Jr. (eds.) *Mr. Franklin: A Selection from His Personal Letters.* Yale University Press, New Haven, Connecticut. 1956

Thomas Paine, another patriot, had strong ideas about women.

". . . who does not feel for the tender sex? Yet such I am sorry to say is the lot of woman over the whole earth. Man with regard to them, in all climates and in all ages, has been either an insensible husband or an oppressor; but they have sometimes experienced the cold and deliberate oppression of pride, and sometimes the violent and terrible tyranny of jealousy. When they are not beloved they are nothing; and when they are they are tormented. They have almost equal cause to be afraid of indifference and love. Over three quarters of the globe Nature has placed them between contempt and misery."Even among people where beauty receives the highest homage we find men who would deprive the sex of every kind of reputation. 'The most virtuous woman,' says a celebrated Greek, 'is she who is least talked of.' That morose man, while he imposes duties on women, would deprive them of the sweets of public esteem, and in exacting virtues from them would make it a crime to aspire to honour."

—From "An Occasional Letter on the Female Sex" *Pennsylvania Magazine* August, 1775

Resource Center on Sex Roles in Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, p. 43.

Words From the Past

1. What do you think is meant by "all men are created equal?"

2. Give an example of how people act when they believe that "all men are created equal."

3. Use a dictionary or two to define *men* or *man*. Does it always mean *male*?

4. Use a dictionary to define *equal* or *equality*. Does it always mean *alike*?

5. Do you feel that the statement "all men are created equal" should include women? Why or why not?

6. Equality had different meanings for the people who wrote the quotations you have read. Read each quotation again carefully to find the clues to help you fill in the chart below.

Favorable to the Idea of Equality

Authors	Reasons

Unfavorable to the Idea of Equality

Authors	Reasons

Resource Center on Sex Roles in Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, p. 45.

Opinions About Women Authors

"I am obnoxious to each carping tongue
Who says my hand a needle better fits . . . ."
—Anne Bradstreet 1642

"America is now wholly given over to a d--d mob of scribbling women, and I should have no chance of success while the public taste is occupied with their trash-and should be ashamed of myself if I did succeed. What is the mystery of these unnumerable editions of "The Lamplighter" and other books neither better nor worse? Worse they could not be, and better they need not be, when they sell by the hundred thousand."—Nathaniel Hawthorne 1855

"Men need not have the smallest apprehension lest we should become their rivals in the pursuits of literature; for as Swift justly observes . . . all the knowledge that a woman can obtain is little more than that of a school-boy. In truth, the powers of our mind are as inferior to those of men, as the strength of our body is to theirs." —Anonymous 1802

"Your flattering inquiry about my "literary career," may be answered in a word — Literature has no career in America. It is like wine, which we are told must cross the ocean to make it good. We are a business-doing, money-making people. And as for us poor females, the blessed tree of liberty, has produced such an exuberant crop of bad servants, that we have no eye nor ear, for anything but work. We are the most devoted wives, and mothers, and housekeepers, but every moment given to a book is stolen." —Sarah Hall 1833

Mrs. Hall had eleven children and prepared a serious textbook entitled *Conversations on the Bible*. This led her to study Hebrew when she was past fifty.

"No age has been more distinguished by the learning of its women than the eighteenth century . . . . But we admire them more as authors, than esteem them as women. . . . To forbid the use of pen and ink to ladies, is far from my intention. I think poetry a pleasing employment for their vacant hours, and novel-writing well adapted to female ingenuity. It is classical knowledge that I wish to withhold (as useless) from their study; and female pedantry is the object of my ridicule . . . . We admire the diligence and classical knowledge which could give us a correct translation of an obsolete author, form a perfect edition, or compile a lexicon; yet, when we learn that it is the work of a Lady, however highly we may prize her production, we must pity that error of judgment which could engage her in pursuits so repugnant to female delicacy, so derogatory to the natural character of her sex.", —for "On Female Authorship" signed "N" 1792

—Quotes from Thelma M. Smith, "Feminism in Philadelphia, 1790–1850." *The Pennsylvania Magazine of History and Biography*, Historical Society of Pennsylvania, Volume 68 (July, 1944), pages 243–268

Resource Center on Sex Roles in Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, p. 44.

WOMEN'S RIGHTS

Secondary Social Studies

Objective: The students will identify those demands made by women since 1848 and compare demands with attainments.

Rationale: History often has presented a distorted view of the women's struggle for human rights. Many history books portray the suffragettes as silly, funny-looking spinsters. Even those texts that record the Seneca Falls Convention as a serious event seldom give details about its purpose. This activity explains the historical roots of the struggle for equal rights of women in the United States. Many rights demanded by women in 1848 still have not been attained.

Materials: Ditto copies of worksheet - What Do Women Want?; The Equal Rights for Women Convention at Seneca Falls, New York; and The Idea of "Rights".

Activity: Pass our copies of "What Do Women Want?" and ask students to complete the paper after reading the selection, The Equal Rights for Women Convention at Seneca Falls, New York.

Then, divide the class into small discussion groups with boys and girls in each, and allow them to compare individually prepared lists. Are the boys' ideas significantly different from the girls' ideas?

Tips: This lesson can be an introduction to the Equal Rights Amendment activity or the profile activity of Women of the 1970's versus Women of the 1920's.

Activity developed by the Resource Center on Sex Roles in Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, Washington, D. C., 1974, pp. 77-81.

What Do Women Want?
Rights in American History/Herstory

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1. 1978: Write a list of at least 10 different rights you believe women should have, now.

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2. If the American women's rights movement had a motto, it was:

> Men, their rights and nothing more;
> Women, their rights and nothing less.

Read the attached Declaration of Sentiments adopted at the first Women's Rights Convention, Seneca Falls, New York, July 19-20, 1848.

a. What are the rights these women wanted?

b. How would you have gone about attaining any of these rights in the 19th century America?

c. Have women achieved all the rights set out in 1848, more than 100 years ago?

d. Do our 1978 rights lists include any rights that the women of 1848 omitted?

e. What is the picture of women's actual place in American society that you get from the 1848 and 1978 lists?

Resource Center on Sex Roles in Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, p. 77.

The Idea of "Rights"

In the Western tradition the idea came into prominence in the 18th century based on the concept of "natural rights."

The ideologies of the American and French Revolutions expressed this belief: all men are created equal. Following the publication of the French Declaration of the Rights of Man (1789), Mary Wollstonecraft published *A Vindication of the Rights of Woman* (1792).

Published in paperback by W. W. Norton and Co., New York, at $1.75

What are the rights of woman?

Are women's natural rights different from men's? Are women different from men?

The Equal Rights Amendment now awaiting ratification reads in part: "Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex."

Can you think of any instances in which laws should be different for females and males?

If men and women are different, does equality imply sameness?

– Worksheet developed by Martha Gershun for NEA Conference on Sex Role Stereotypes, November, 1972

Resource Center on Sex Roles in Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, p. 78.

The Equal Rights for Women Convention at Seneca Falls, New York

July 19, 1848

A little over a century ago, July 19, 1848, the Equal Rights for Women Movement came into being in the United States at a small gathering at Seneca Falls, New York. This was the first Equal Rights for Women meeting ever held in the United States and, as far as is known, the first Equal Rights for Women meeting ever held in the entire world.

At this meeting, women demanded the vote. They demanded the right to enter schools and colleges, to enter the professions, to hold political office, to control their own property, to earn a living for themselves and their dependents, to control their own earnings. They demanded equal guardianship of their children, the right to make contracts, the right to make a will, the right to sit on a jury, the right to conduct a business. In short, as set forth in one of their "Declarations:"

> "We insist that they [women] have immediate admission to all the rights and privileges which belong to them as citizens of the United States."

The Declaration and Resolutions adopted at this historic meeting are given below:

Declaration of Sentiments

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal, that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they were accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to most ignorant and degraded men—both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her

Resource Center on Sex Roles in Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, p. 79.

master—the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women—the law, in all cases, going upon a false supposition of the supremacy of rank and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scant remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

He allows her in Church, as well as in State, but a subordinate position, claiming Apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the Church.

He has created a false public sentiment by giving to the world a different code for men and women, by which moral delinquencies which exclude women from society, are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation—in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the State and National legislatures, and endeavor to enlist the pulpit and the press in our behalf. We hope this Convention will be followed by a series of Conventions embracing every part of the country.

Resource Center on Sex Roles in Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, p. 80.

Resolutions Adopted at Seneca Falls Convention of 1848

Resolved, That such laws as conflict, in any way, with the true and substantial happiness of woman, are contrary to the great precept of nature and of no validity, for this is "superior in obligation to any other."

Resolved, That all laws which prevent woman from occupying such a station in society as her conscience shall dictate, or which place her in a position inferior to that of man, are contrary to the great precept of nature, and therefore of no force or authority.

Resolved, That woman is man's equal — was intended to be so by the Creator, and the highest good of the race demands that she should be recognized as such.

Resolved, That the women of this country ought to be enlightened in regard to the laws under which they live, that they may no longer publish their degration by declaring themselves satisfied with their present position, nor their ignorance, by asserting that they have all the rights that they want.

Resolved, That inasmuch as man while claiming for himself intellectual superiority, does accord to woman moral superiority, it is preeminently his duty to encourage her to speak and teach, as she has an opportunity, in all religious assemblies.

Resolved, That the same amount of virtue, delicacy, and refinement of behavior that is required of woman in the social state, should also be required of man, and the same transgressions should be visited with equal severity on both man and woman.

Resolved, That the objection of indelicacy and impropriety, which is so often brought against woman when she addresses a public audience, comes with a very ill grace from those who encourage, by their attendance, her presence on the stage, in the concert, or in feats of the circus.

Resolved, That woman has too long rested satisfied in the circumscribed limits which corrupt customs and a perverted application of the Scriptures have marked out for her, and that it is time she should move in the enlarged sphere which her great Creator has assigned her.

Resolved, That the equality of human rights results necessarily from the fact of the identity of the race in capabilities and responsibilities.

Resolved, therefore, That, being invested by the Creator with the same capabilities, and the same consciousness of responsibility for their exercise, it is demonstrably the right and duty of woman, equally with man, to promote every righteous cause by every righteous means; and especially in regard to the great subjects of morals and religion, it is self-evidently her right to participate with her brother in teaching them, both in private and in public, by writing and by speaking, by any instrumentalities proper to be used, and in any assemblies proper to be held; and this being a self-evident truth growing out of the divinely implanted principles of human nature, any custom or authority adverse to it, whether modern or wearing the hoary sanction of antiquity, is to be regarded as a self-evident falsehood, and at war with mankind.

Resolved, That the speedy success of our cause depends upon the zealous and untiring efforts of both men and women, for the overthrow of the monopoly of the pulpit, and for the securing to woman an equal participation with men in the various trades, professions, and commerce.

Resource Center on Sex Roles in Education, *Today's Changing Roles: An Approach to Non-Sexist Teaching*, p. 81.

Secondary Home Econ./Soc. Stud. Attitude/Awareness

Objective: Students identify both sides of the current Equal Rights Amendment (ERA) debate.

Rationale: The historical struggle for equal rights is evident in the current struggle for passage of the Equal Rights Amendment.

Many teachers do not understand all the issues involved. This activity allows teachers the opportunity to explore both sides of the issue. The teacher has a professional obligation to present both sides of the issue without imposing her/his own values on the students.

Materials: Attached information sheets from the pro and anti ERA groups.

Activity: The teacher will ask the students to move to one side of the room if they are for the ERA and to the other side of the room if they are opposed to the ERA.

After the students have selected their preferred side, give each group several fact sheets opposing the stand they have chosen. They must defend the opposing position. Allow time for each group to prepare their newly assigned position.

The teacher will then bring the class back together and list the reasons that each person gives for why the ERA should pass (these from the group who publically say they oppose it). No one can repeat a reason previously listed.

Then the group publicly in favor of the ERA must list the reasons why it should not pass.

After both lists are on the board, the teacher may summarize or the students can be paired or grouped to discuss the pros and cons.

This exercise forces students, at least, to become aware of the arguments on both sides of a volatile issue!

10 MYTHS ABOUT THE EQUAL RIGHTS AMENDMENT

There's a lot of misinformation being passed around by opponents of the Equal Rights Amendment.
Here are 10 of the most common myths about it, and the actual facts in each instance

Myth #1: The ERA will do away with husbands' obligation to support their wives and children; or, wives will be required to contribute half their families' support.
Fact: All states require a husband to support his wife and children and some require husbands and wives to support each other. However, these laws are not enforced unless a marriage breaks up and one of the partners files for divorce or brings a criminal action for nonsupport. The courts have ruled that a married woman living with her husband can get only what he chooses to give her. In some community-property states he even controls her property and earnings. According to the Association of the Bar of the City of New York, the ERA would require husbands and wives to support one another, depending on each one's earning power, resources and non-monetary contributions to the household. Where one is the chief wage earner and the other runs the home, the wage earner would be obliged to support the homemaker.

Myth #2: The ERA will end husbands' obligation to pay alimony and child support.
Fact: Although two out of three states provide alimony for wives only, court awards are based not just on sex but on factors like duration of marriage; the husband's and wife's ages, health and financial situations; the wife's need and past contribution to the family's income and property; the husband's ability to pay; and society's interest in preventing the wife from going on welfare. Under the ERA, the laws that already exist in one-third of the states would prevail: alimony and child support would be based on circumstance, not sex. If one marriage partner had been the moneymaker and had no resources, that person would get alimony. If one partner has custody of the child, the other would be required to make support payments.

Myth #3: Mothers would no longer get custody of their children in divorce cases.
Fact: Although children have traditionally been awarded to their mothers in divorce cases, judges generally make these awards not because of any law but out of their conviction that this serves the children's best interests. The ERA would invalidate existing laws giving either mothers or fathers legal preference (some give fathers legal preference for boys or older children), and judges would continue to make decisions based on each child's best interest. Since 85 percent of custody arrangements are arrived at outside the courts, the effect would be slight. The ERA would also invalidate laws in some states which give only the father the right of guardianship and control over his child's earnings and property.

Myth #4: Women would lose their dower rights in their husbands' estates.
Fact: Right now a woman has very little right to her husband's wages or property except after her husband's death. The ERA would extend dower rights to men in those few states where men do not have a right in their wives' estates. It would also end those situations where a wife does not have control of her *own* property until her husband dies or she is divorced from him. In most community-property states, although the husband and wife each own one-half of the marital property, the husband has sole control and can dispose of it without his wife's knowledge or consent.

Myth #5: Young women will be drafted and forced into combat duty.
Fact: Today there is no draft for anyone; still, several hundred thousand women volunteers are serving in the armed forces. Under the ERA, women would be required to register with Selective Service Boards. If there should be a draft again, they would be subject to the same physical tests as men and receive assignments according to their capacities. Only one in 10 of all people in the armed services ever engages in combat. Women also would receive the same exemptions as men. Even at the height of the Vietnam draft call, Congress exempted all fathers; the ERA would require it to exempt all parents. In the past, Congress has exempted all married men, the ERA would require it to exempt all married women as well. Or it could, and obviously would, exempt any person who has the prime responsibility for the taking care of a child.

How many women want to be drafted? About as many as the men who do, but if it is an obligation of citizenship, it ought to apply to everyone equally.

Myth #6: The ERA will invalidate laws banning rape, prostitution, sodomy, adultery and white slavery.
Fact: The ERA would revise these laws so that they apply to men and women equally. Some states that punish adultery as a crime define it as sexual relations between a married woman and a single man, but not relations between a married man and a single woman. The ERA would require the law to punish or not punish both equally. The law against rape, based on physical conditions specific to males and females, would not be changed. Laws are already on the books against forcible sodomy to punish those who commit sexual assaults on men. Illinois law already treats sex crimes in sex-neutral terms; the ERA would extend that practice to the other states.

Myth #7: Women workers will be forced to lift heavy weights, work long hours.
Fact: Until recently, laws in many states limited the number of hours women could work or the weights they could lift in certain jobs, regulated their working conditions for other jobs and banned them altogether from still others. Some rules requiring seats and rest periods were helpful. Others simply kept women from better jobs. Many of these were the target of sex-discrimination complaints filed under Title 7 of the Civil Rights Act. As a result, the Equal Employment Opportunity Commission has ruled such laws invalid. The AFL-CIO, which originally opposed the ERA because of its effect on protective laws, now endorses the amendment and seeks to extend beneficial statutes to men. However, California has extended to men the rule that employers must equip objects heavier than 50 pounds that must be moved with pulleys, casters or other devices. Over 60 percent of the men who receive workmen's compensation for job-related injuries are suffering from strain, sprain, hernia or other disabilities arising from having to lift weights.

Myth #8: Women will lose special privileges such as maternity leave.
Fact: The chief "privilege" women have today is the right to be forced to leave their jobs whenever their employers—or, in some cases, the states in which they work—decide it is necessary, and to be denied accrued benefits and even their jobs when they want to return. They also have the "right" not to get state disability, medical insurance or sick-leave pay when they get pregnant. The EEOC has ruled that pregnancy should be treated like any other medical disability. The ERA would not affect practices by private firms, but would end discriminatory state laws relating to forced maternity leave, disability insurance and government employment. It would also require that post-childbirth leaves for public employees be extended to men, so that the couple can decide about child-care arrangements themselves.

Myth #9: The ERA will require the integration of public rest rooms, school locker rooms, college dormitories, prisons, public hospitals, army barracks and the like.
Fact: In 1965 the Supreme Court established the constitutional right to privacy. This will permit the separation of the sexes in all places that involve sleeping, disrobing or other private functions.

Myth #10: The ERA will destroy the family and gallantry.
Fact: The ERA will have no effect on private actions, only those that are regulated by law. Husbands and wives will continue to make their own decisions about their personal lives. As for gallantry and the endless debate over who opens doors, pulls out chairs, helps with coats and lights cigarettes, the government has never passed laws about such matters, and the granting of equal rights to women will, in consequence, never affect them. As Senator Marlow Cook of Kentucky has said: "The passage of this amendment will neither make a man a gentleman nor will it require him to stop being one."

Family Circle, Madison Avenue, New York, N. Y.

ERA a bread and butter issue

You probably are happy with your life. Most women are.

You have a loving husband who supports and cares for you and for your children. You enjoy the satisfactions of homemaking, your chosen career. So why should you bother about an Equal Rights Amendment?

But situations change. Your husband may become sick, lose his job. Still worse, he may die. Did you know that, in this country, one out of every six women is a widow? Widows and single women over 65 have less money than any other group in our society. Their average annual income is only $1,397, well below the poverty level.

You may be one of these women.

> *I think that ratification of the ERA would be helpful not only to the career woman but to the married woman who has to reenter the job market.*
>
> *Mrs. Gerald Ford*

Your husband's life insurance may well give you a false sense of security. False, because even a $50,000 policy cannot possibly cover mortgage payments, taxes, education, and everyday living expenses. Be realistic. Add them up.

Nine out of every ten American women will work at some time in their lives.

Currently, 44% of all women of working age are employed. They make up 39% of the total U. S. labor force.

Women with children account for the largest increase in the number of U. S. working women, a number which has almost tripled since 1948. One out of every three mothers with preschool children is working now, compared to one out of every eight in 1948.

The average working woman is 38 years old and married. As a rule, she works for the same reason men work—because she has to.

But women traditionally are paid less than men for doing identical work. For example, the average woman college graduate earns just slightly more than a man who has completed only the eighth grade, and only half as much as a male college graduate. The woman is hired as a secretary or typist, the man as a management trainee. The man has a future, the woman faces a dead end.

There are still fewer opportunities for women who are high school graduates—at still lower rates of pay.

Even after adjusting for differences in education, work experience and level of employment, the President's Council of Economic Advisers estimated that men earn at least 20% more than women for identical work, a differential based on sex alone. This differential means that Jane receives $10,000 or less for doing the same work for which James is paid $12,000 or more.

Costs of feeding a family continue to rise. When a mother must support her family, should her income be less than that of a single man, simply because she is a female?

> *The Equal Rights Amendment would insure equal pay and equal opportunity for the wife, widow, and divorcee who is helping to support a family.*
>
> *In the interest of common sense, to say nothing of fairness, I believe this should be the law of the land for every one of the 50 states.*
>
> *Ann Landers*

Younger men and women are especially conscious of economic discrimination on the basis of sex and favor changes which will upgrade women's role in American society.

Remember, no matter how good your present life, situations alter, and you may find yourself facing the ugly facts of economic discrimination, unfair to you *and* to your family.

It *can* happen to you.

ERA's main purpose is to prevent federal and state governments from discriminating in employment and salary levels on the basis of sex.

True, many federal laws prohibit such discrimination. But these laws list numerous exemptions and, most importantly, are not being enforced.

Ironically, almost 75% of the women employed by the federal government are in the lowest grades (GS-1 to GS-6).

ERA will give you your choice of life style—and if you *have* to work or choose to work, it will insure both proper use of your talents and proper compensation for them.

The text of the Equal Rights Amendment is simple:

> *Section 1. Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.*
>
> *Section 2. The Congress shall have the power to enforce by appropriate legislation, the provisions of this article.*
>
> *Section 3. The amendment shall take effect two years after the date of ratification.*

Once ratified, ERA will provide real equality under law for women who have to work, women who want to work, women who must contribute to the support of their families in either a permanent or temporary situation.

For your own sake, for the sake of all women, and for the sake of your family, support the Equal Rights Amendment.

Guarantee that your marriage may be a true family partnership, that beside your husband walks a woman able, if necessary, to share his economic load, to give him a new sense of security.

Recently, President Gerald Ford stated

> *In 1970, on the floor of the House, I said that the Equal Rights Amendment was an idea whose time had come. Today I want to reaffirm my personal commitment to that Amendment. The time for ratification of the Equal Rights Amendment has come just as surely as did the time for the 19th Amendment.*
>
> *Americans must deal with those inequities that still linger as barriers to the full participation of women in our nation's life. We must strengthen and support laws that prohibit discrimination based on sex.*

Join President Ford and all the other presidents—Eisenhower, Kennedy, Johnson and Nixon—who have supported the ERA. Write your state senators and representatives and urge them to vote to ratify the Equal Rights Amendment.

Among the National Organizations Supporting the Equal Rights Amendment

AFL-CIO
American Association of Women Ministers
American Federation of Teachers (AFL-CIO)
American Home Economics Association
American Nurses Association
Catholic Women for the ERA
Church Women United
Citizens' Advisory Council on the Status of Women
Democratic Party
Federally Employed Women (FEW)
General Federation of Women's Clubs
League of Women Voters
National Federation of Business and Professional Women's Clubs
National Women's Political Caucus
President's Task Force on Women's Rights and Responsibilities
Republican Party
Women's Christian Temperance Union
Women's Equity Action League (WEAL)
YWCA in Convention

For more information:

AMERICAN ASSOCIATION OF
UNIVERSITY WOMEN
2401 VIRGINIA AVE., N.W.
WASHINGTON, D.C. 20037

This brochure has been prepared by the American Association of University Women and is offered free of charge. Contributions will be gratefully accepted to help defray the cost of publication and to advance the cause of ERA ratification. Requests for packages of one hundred copies should be sent to:

AAUW Sales Office
2401 Virginia Ave. NW
Washington, D.C. 20037

A HISTORICAL INTERVIEW

Secondary Home Econ./Soc. Stud.

Objective: Students will clarify their historical perspective of women by examining historical distortions related to women's roles in history textbooks.

Students will deepen and increase their awareness of their own cultural identity.

Rationale: Although historians have omitted many women from recorded history, the distortions as to their psychological and sociological roles have been, perhaps, even more damaging to today's females. By reexamining the true place of women in our cultural history, young women today will understand the part women have played in history and will have a greater understanding of our past.

Materials: Supplemental materials on women in history.

Activity: Along with traditional historical units from textbooks, students will either do library research or do a field interview with a woman who lived during the period.

Alex Haley's, Roots, has created a new interest in learning about our personal pasts. During units on the depression, World War I and II, and the study of the fifties, students could interview an older woman who may or may not be a member of their own family.

It is important to develop a guide list of questions so the student will not get bogged down on an unrelated topic.

Boys, as well as girls, need to understand the real limits that women throughout our history have faced. They may have viewed older women as nagging, donothings, when in reality these women have lived through hardships that resulted in self-survival bitterness and frustration. This is no way negates the frustrations of powerlessness that many men also face. The teacher may choose not to limit the students choice of an interview subject. This activity, however, is designed to encourage students to look at the distortions history books have imposed on the female story.

Tips: This assignment not only has academic value, but also produces great personal rewards.

An example of the personal benefits derived from this project:

I treasure one conversation I had with my grandmother when I was about twenty-eight. She told me about the loneliness and hardships of being a sixteen-year-old bride; living in virtual isolation on a West Texas dry-land form; watching two children die; and wanting and needing to work as a nurse, but being denied the opportunity by my grandfather because, "nice women did not touch other men even as a nurse". It was a fascinating story and it changed my whole outlook toward the "saga of the West". It also helped me to reassess my beliefs about people of her generation.

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MYTH VERSUS REALITY

Secondary	Home Econ./Soc. Stud.
Objective:	The students will examine traditional assumptions and differences between real and mythical roles of women and girls.
Rationale:	Many myths exist about the women's roles in society and especially, roles relating to the world of work. Many of these myths are not based on fact but have been allowed to remain in our culture because few people have examined the data. This exercise allows students to compare myths with facts.
Materials:	Myth ditto sheets and statistical information sheets for each student.
Activity:	Distribute myth sheets and have students fill them in according to directions at the top of the page. Have students work in pairs. Have each pair match myths to the parallel reality. After the students have completed the exercise, have them discuss their findings in a class discussion.
Tips:	The teacher needs to be thoroughly familar with the data and the materials. If the teacher is not comfortable with the materials, he/she will not be able to help the students process value-laden questions that may arise. Do not draw conclusions for the students. Let them look at both sides of the issues and draw their own conclusions.

Strategy developed by the Resource Center on Sex Roles in Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, Washington, D.C., pp. 99-101.

Opinionnaire

Directions: Read each item. Indicate whether or not you agree with the statement by checking the appropriate column.

Agree	**Disagree**	
______	______	1. A woman's place is in the home.
______	______	2. Women are not *seriously* attached to the labor force; that is, they work only for extra "pin money."
______	______	3. Women are absent from work more than men because of illness; therefore, they cost the company more.
______	______	4. Women don't work as many years or as regularly as men; their training is costly, and largely wasted.
______	______	5. When women work, they deprive men of job opportunities; therefore, women should quit those jobs they now hold.
______	______	6. Women should stick to "women's jobs" and should not compete for "men's jobs."
______	______	7. Women don't want responsibility on the job; they would prefer not to have promotions or job changes which add to their load.
______	______	8. Children of working mothers are more likely to become juvenile delinquents than children of non-working mothers.
______	______	9. Men don't like to work for women supervisors.
______	______	19. Housewives are happy women.
______	______	11. Education is wasted on women.
______	______	12. Women have a higher turnover and absenteeism rate than men.
______	______	13. Women get married, then quit work.

Resource Center on Sex Roles in Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, p. 99.

The Myth and the Reality*

Male Workers More-Equal Than Female Workers? No! All Workers Are Equal!

The Myth	The Reality
1. A woman's place is in the home.	Homemaking is no longer a full-time job. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home. Today half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the growth of the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
2. Women aren't *seriously* attached to the labor force; they work only for "pin money."	Of the 31 million women in the labor force in March 1970, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 5.7 million were married and had husbands with incomes between $3,000 and $7,000 — incomes which, by and large, did not meet the criteria established by the Bureau of Labor Statistics for even a low standard of living for an urban family of four.
3. Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.9 days a year for women compared with 5.2 for men.
4. Women don't work as long or as regularly as their male coworkers; their training is costly—and largely wasted.	While it is true that many women leave work for marriage and children, this absence is only temporary for the majority of them. They return when the children are in school. Despite this break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force. Studies on labor turnover indicate that net difference for men and women is generally small. The 1968 rates for accessions and separations in manufacturing for men and women were 4.4 and 5.6, and 4.4 and 5.2, respectively, per 100 employees.
5. Women take jobs away from men; in fact, they ought to quit those jobs they now hold.	There were 31.5 million women in the labor force on the average in 1970. The number of unemployed men was 2.2 million. If all the women stayed home and the unemployed men were placed in the jobs held by women, there would be 29.3 million unfilled jobs. Moreover, most unemployed men do not have the education or the skills to qualify for the jobs held by women, such as secretaries, teachers, and nurses. In addition, the majority of the 7 million single women in the labor force support themselves, and nearly all of the 5.9 million widowed, divorced, or separated women working or seeking work support themselves and their families. They also need jobs.

Resource Center on Sex Roles in Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, p. 100.

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The Myth	The Reality
6. Women should stick to "women's jobs" and shouldn't compete for "men's jobs."	Jobs, with extremely rare exceptions, are sexless. Women are found in all of the 479 occupations listed in the 1960 decennial census. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. For example, although few women work as engineers, studies show that two-thirds as many girls as boys have an aptitude for this kind of work.
7. Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1970, 4.3 million women held professional and technical jobs; another 1.3 million worked as nonfarm managers, officials, and proprietors. Many others held supervisory jobs at all levels in offices and factories.
8. The employment of mothers leads to juvenile delinquency.	Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or [illegible] a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.
9. Men don't like to work for women supervisors.	Most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41 percent of the firms indicated they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better then their predecessors.

Additional Information

10. Housewives are happy women.	Wives are sixty times more likely to become depressed than single women.
11. Education is wasted on women.	Nine out of 10 young women will spend 25 or more years working. The more education a woman has, the more likely she is to work.
12. Women have a higher turnover and absenteeism rate than men.	Numerous studies have found that turnover and absenteeism were more related to the level of job than sex. There is a higher turnover rate in less rewarding jobs, regardless of the sex of employees.
13. Women get married and quit work.	Sixty percent of working women are married, and one-third of all mothers work.

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*Numbers 1 thru 9 furnished by U.S. Department of Labor, Employment Standards Administration, Women's Bureau, Washington, D.C. 20210. For sale by the Superintendent of Documents,

U.S. Government Printing Office, Washington, D.C. 20402 - Price 10 cents - Stock Number 2902-0041

Resource Center on Sex Roles in Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, p. 101.

A SIGN OF THE TIMES

Secondary Home Econ./Soc. Stud. Awareness/Behavior

Objective: Students will examine and compare the experiences of being female (or male) in the United States during the seventies as opposed to the experiences of being female or male during the forties or fifties.

Students will determine whether the needs of males or females are different today than the needs 20 years ago.

Rationale: Expectations and roles of males and females have changed. Nostalgic wishing will not bring back what some view as the "good old days". Many of today's role expectations are based on norms held valid twenty years ago. By comparing today's sex roles with the sex roles expected for members of their respective sex twenty years ago, students can judge what gender role limitations and assumptions they now face.

Materials: Old magazines (library or teacher furnished), or old school annuals.

Activity: Using old school annuals or old magazines, students write short research reports about what it was like to be a male or female at that time. The project can be done in the classroom if you use old annuals. Students can examine student dress, types of clubs available, social activities, awards, "predictions for the future" ("Most likely to succeed"), etc.

If you use old magazines, compare the types of articles written about one sex, the way the magazine appeals to sex groups through advertisements, the appliances available to the homemaker, the types of jobs shown for either sex, the dress, etc.

The student then takes a current magazine or annual (Example - A Ladies Home Journal 1955 and a Ladies Home Journal 1976, or a school annual 1949 and another 1976), and write a short report about what it's like to be a male or female today.

After the students finish their research, have the class orally report their findings and list the contrasts or similarities that they discover.

Tips: Students seem to enjoy this project. Class feedback is essential.

STEREOTYPING IN CAREERS

Secondary Home Econ./Soc. Stud. Awareness/Behavior

Objective: Examine occupational roles of women - both traditional and non-traditional.

Rationale: Nine out of ten women will work outside the home at sometime during their lives. Women generally are clustered in low-paying service jobs. The gap between salaries for men and women is getting larger, not smaller. Girls are not preparing for the world of work in a realistic manner.

Materials: List of a wide variety of occupations; Ditto sheets of ideas to explore related to the project.

Activity: Research paper on women in a particular occupation. Students may do either library research or field research.

A library research paper is a critical review of the literature on a particular topic. Field research involves field observations, interviews, or surveys in order to explore the topic.

Allow students to select a particular occupation from an extensive list, (allow students to add occupations to the list). Allow only one student to study a single occupation so that many occupations will be explored in each class.

After students have selected an occupation, they may examine literature or they may interview a woman in the occupation (better yet, interview both a man and woman in the occupation).

Both types of research should explore the following:

1. Training or education needed to enter into the occupational field.

2. Special individual qualifications which lead to success in the occupation.

3. Opportunities for advancement (is this a career job with mobility or a job with little upward mobility)?

4. Which sexual, racial and ethnic groups predominantly work in this occupation at present?

5. Advantages of the occupation. Disadvantages of the occupation.

6. Average number of hours spent on this job weekly. Is there flexibility possibile in scheduling time?

7. Salary range based on current statistics.

8. Special skills or attributes student would need to develop if he/she entered this occupation as a minority, (as personal self-concept needs of a male entering a secretarial position or black entering dental school).

Some suggested occupations:

brick layer
librarian
pilot
college professor
mail carrier
dental technician
auto mechanic
salesperson
fire fighter
law enforcement officer
airline ticket agent
business managers
secretary

lawyer
stockbroker
counselor
publisher
military officer
electrician
teacher
nurse
cab driver
maid
union organizer
government worker
garbage collector

small appliance repair person

small business owner

animal shelter worker

Oral presentations to the class are a logical and meaningful follow-up activity to this assignment.

Tips: The enthusiasm with which the teacher embraces this assignment can make it either a meaningful or a trivial project.

WHERE WILL YOU BE IN FIVE YEARS? THE CHOICE IS YOURS

Secondary Home Econ./Soc. Stud. Awareness/Behavior

Objective: Students will envision themselves in career roles, and, verbalize the reasons for their choices.

Rationale: Many students limit their career aspirations or fail to make adequate plans.

Materials: Magazine pictures showing various occupations and roles.

Activity:

1. Post pictures of different occupations around the room, (on walls, on bulletin boards, etc.). Each picture should be numbered and labeled with the title of the occupation. Include several titles which are considered traditional roles for women, such as secretary, teacher, nurse, homemaker, typist, sales clerk, etc., and several titles which are traditional roles for men, such as tool and die maker, printer, gas station attendant, psychiatrist, electrician, college professor, etc.

2. Instruct students to mill around the room and observe the career titles posted around the room. Tell them that after noticing each picture, they should record the number of the picture which comes closest to what they will be doing in five years.

3. After all the students have recorded their choices, instruct them to share the reasons they chose that particular occupation, with their group.

4. After group discussions, students then share their findings with the whole class.

5. Summarize to the total group your impressions, e.g., "Few girls chose 'welder' but many chose 'teacher'." State briefly some inferences that can be made, e.g., "All of us have a tendency to think along traditional lines when considering a career. We respond to career possibili-

ties as we think society expects us to respond."

Adapted from "Career Exploration with High School Women," Janice M. Birk, Ph.D. and Mary Faith Tanney, Ph.D. from "Counseling, "Prototype materials prepared by NEA for Conference on Sex Role Stereotypes, 1972.

WOMEN IN LITERATURE

Secondary Home Econ./Soc. Stud. Attitude

Objective: Participants will study the cumulative effects of subtle limitations in developing a genius or outstanding exceptions within a societal sub-group.

Rationale: Genius does not flower in a sterile environment. Genius builds on the efforts of others. Shakespere got ideas from other authors and perfected them; Michelangelo could paint the Sistine chapel because the Pope supported his talent and his society valued artists, etc.

How many great talents have not been developed because their environment did not allow or encourage them to grow?

The question is often asked, "If women are as capable as men, why have they not produced more great artists, writers, philosophers?" The same question is ask about minorities.

Materials: Books by and/or about women: Examples: Scarlet Letter, A Room Of One's Own, Virginia Woolf, etc.

Activity: This may be an individual assignment for a report or the entire class could be assigned to read the books and conduct a class discussion.

The teacher might prefer to read one or more of the suggested books and base a class presentation on the material.

This is a very important topic but one with which the teacher must feel comfortable and must understand thoroughly.

FEAR OF SUCCESS?

Secondary Home Econ./Soc.Stud. Attitude

Objective: Students will clarify their own values and sex-stereotypical ideas toward success as it is defined for males and females.

Rationale: Horner's studies in 1972 demonstrated that women tend to fear success. Early socialization, pressure from peers, and fear of losing "feminine" identity encourage many women to accept "jobs" (a temporary condition) rather than strive for success in a career (a long-term commitment).

Horner used the attached case-studies in her research. Students can use them to help clarify how they feel about successful females.

Materials: Copies of Horner's case studies for each student. Discussion questions.

Activity: Without much introduction, let students complete Value Sheet 1: The Case of Pat

After they have completed Value Sheet 1, the class might discuss the following questions as a group or the instructor may wish to have these questions on the Value sheet:

- Did you consider Pat to be a male or a female? Why?
- If Pat had been a male (female) would you have responded differently?
- Do you think college is desirable for all males with the ability to complete a college curriculum? For all females?

When the students have completed Value Sheet 1, hand out Value Sheets 2 and 3. Discussion questions which may be used upon completion are:

1) Were there any negative consequences associated with Anne's success: fear of being rejected, losing friends, being lonely or unhappy, etc.?

2) Were there any direct or indirect expressions of conflict about Anne's success: about feminity/masculinity, feeling guilty about success?
3) Was there a denial of effort or responsibility about Anne's success? Was it considered impossible?
4) Were the consequences of success different for John?
5) Were the consequences of success in the second setting different from those in the first setting? Were they negative for either Anne or John?
6) In general, what problems are associated with success for women? for men?

Tips: Some values that may emerge from this exercise are related to the following concerns:

- Women who think or have ambition are not feminine.

- Men who value their homelife over their career are not masculine.

- Women have it easy -- men do all the work.

- A woman who doesn't want children is not normal.

- It's okay for a woman to want to be a doctor but not for a man to want to be a nurse.

- A man needs to worry about choosing a career/a woman needs to worry about finding a man.

Exercise and Questions adapted from Stebbins, L.; Ames, N., and Rhodes, I., Sex Fairness in Career Guidance, Abt. Publications, Cambridge, Mass., 1975, pp. 56-57.

Value Sheet 1: The Case of Pat*

Pat is just graduating from high school. Five foot nine, trim and athletic, Pat has excelled in track, winning several intra-mural competitions. Pat is also a school leader, vice-president of the senior class, and extremely popular with both male and female students. With not too much effort, Pat has managed to graduate tenth in a class of 200. To the surprise of both friends and family, Pat has decided not to go on to college, but to work as an apprentice electrician instead.

How do you feel about Pat's decision?

Value Sheet 2: The Cases of Anne and Peter*

At the end of first term finals, Anne finds herself at the top of her medical school class. Write a story about Anne.

Peter's boss has been permanently transferred to the California branch of the company for which he works. The board of directors has chosen Peter above many of its other junior executives to take over this highly valued position. Write a story about Peter.

Value Sheet 3: The Cases of John and Mary*

At the end of first term finals, John finds himself at the top of his medical school class. Write a story about John.

Mary's boss has been permanently transferred to the California branch of the company for which she works. The board of directors has chosen Mary above many of its other junior executives to take over this highly valued position. Write a story about Mary.

Sex Fairness in Career Guidance, Abt. Publications, Cambridge, p. 58.

ADULT STATEGIES

MAN·WOMAN·BOY·GIRL·HOMBRE·MUJER·MUCHACHO·MUCHACHA·UOMO·DONNA·RAGAZ
·RAGAZZA·MANN·FRAU·KNABE·MÄDCHEN·DYN·GWRAIG·BACHGEN·GENETH·MENNES
KVINNE·GUTT·TJENESTEPIKE·MART·GIN·BADANI·AGHC'IG·MŨNDŨ·MŨNDŨ MŨKA·KA
CZŁOWIEK·KOBIETA·CHŁOPIEC·DZIEWCZYNA·HOMME·FEMME·GARCON·FILLE·NGU
NGU·Ô·I DAN BÀ·CON GAIAI·NGU·Ô·I CONGÁI·FERT
ASSZONY·FIÚ·LEÁNY·BWANA·BIBI·MVULANA·MSICHANA·HOMO·MULIER·PUE
·PUEULLA·男·女·子供·むすめ·MAN·WOMAN·BOY·GIRL·HOMBRE·MUJER
MUCHACHO·MUCHACHA·MAN·VROU·JONGEN·MEISJE·MARD·ZAN·PISAR·DAKHTA
·HOMME·FEMME·GARCON·FILLE·DYN·GWRAIG·BACHGEN·MANN·FRAU·KNAB
MÄDCHEN·человек·женщина·мальчик·девочка·MART·GIN·BADAN
·AGH'IG·UOMO·DONNA·RAGAZZO·RAGAZZA·BWANA·BIBI·MVULANA·MSICHA
HOMO·MULIER·PUER·PUELLA·MENNESKE·KVINNE·TJENESTEPIKE·GUTT·MAR
·ZAN·PISAR·DAKTAR·FERTI·ASSZONY·FIÚ·LEÁN
MAN·VROUW·JONGEN·MEISJE·NGU·Ô·I·NGU·Ô·I DAN BÀ·CON GIAI·NGU·Ô·I CON
HOMBRE·MUJER·MUCHACHO—MUCHACHA·человек·женщина·девочка
OTOKO·ONNA·KODOMO·MUSUME·CZŁOWIEK·
KOBIETA·CHŁOPIEC·DZIEWCZYNA·MAN·WOMAN·BOY·GIRL·MANN·FRAU
KNABE·MÄDCHEN·DYN·GWRAIG·BACHGEN·GENETH·HOMME·FEMME·GARCO
FILLE·UOMO·DONNA·RAGAZZO·RAGAZZA·
HOMO·MULIER·PUER·PUELLA·BWANA·BIBI·MVULANA·MSICHANA·CZŁOWIEK
KOBIETA·CHŁOPIEC·DZIEWCZYNA·MART·GIN·BADANI·AGHC'IG·MENNESKE
GUTT·TJENESTEPIKE·MAN·WOMAN·BOY·GIRL·HOMBRE·MUJER·MUCHACHO
·MUCHACHA·UOMO·DONNA·RAGAZZO·RAGAZZA·MANN·FRAU·KNABE·
MÄDCHEN·DYN·GWRAIG·BACHGEN·GENETH·MENNESKE·KVINNE·GUTT·
TJENESTEPIKE·MART·GIN·BADANI·AGHC'IG·MŨNDŨ·MŨNDŨ MŨKA·KAHÎ
CZŁOWIEK·KOBIETA·CHŁOPIEC·DZWCZYNA·HOMME·FEMME·GARCON·FILLE
NGU·Ô·I·NGU·Ô·I DAN BÀ·CON GAIAI·NGU·O·I·CONGAI·
FERTI·ASSZONY·FIÚ·LEÁNY·BWANA·BIBI·MVULANA·MSICHANA·HOMO·MULIE
·PUER·PUELLA·男·女·子供·むすめ·MAN·WOMAN·BOY·GIRL·HOMBRE·MUJER
MUCHACHO·MUCHACHA·MAN·VROU·JONGEN·MEISJE·MARD·ZAN·PISAR·DAKHTA
·HOMME·FEMME·GARCON·FILLE·
MÄDCHEN·человек·женщин
·RAGAZZO·RAGAZZA·BWAN
PUER·PUELLA·男·女·子供·
MUCHACHO·MUCHACHA·MAN
DAKHTAR·HOMME·FEMME·
FRAU·KNABE·MÄDCHEN·
MART·GIN·BADANI·AGH'IG·UOMO·DONNA·RAGAZZO·RAGAZZA·BWANA·BIB
MVULANA·MSICHANA·HOMO·MULIER·PUER·PUELLA·MENNESKE·KVINNE
TJENESTEPIKE·GUTT·MARD·ZAN·PISAR·DAKTAR·
·FERTI·ASSZONY·FIÚ·LEÁNY·MAN·VROUW·JONGEN·MEISJE·NGU
NGU·O·I DAN BÀ·CON GAIAI·NGU·O·I CONGAI·MAN·WOMAN·BOY·GIRL

LOOKING IN AT US

Adult Attitude

Objective: Teachers will deal openly with race, racial issues, and changing roles of women, in the classroom.

Rationale: Teachers who sanction race or non-traditional roles for women as a topic for discussion or as a focus for classroom projects, demonstrate a respect for cultural diversity and help give equal status to all students.

In order to be successful in this activity you need to be sensitive to the strengths and weaknesses of your own sexist and racial attitudes. Embarrassment at the topic of race is a put down; any adult, (of any race, male or female), who cannot discuss racial or feminist issues openly and with respect for the validity of others' experiences, cannot teach good race relations.

Activity: Early in the year's staff development plans, have a brief small-group-involvement session when current race problems, or problems in the news related to women's issues, are discussed.

If many teachers feel uncomfortable, plan a course of action. It may be necessary to form a human relations committee which would plan the remainder of the in-service program around activities that allow the staff to process their attitudes. Where teachers can discuss race and other controversial subjects openly with fairness and sensitivity, students can also, then a major step toward a "good" school has been achieved.

Tips: If no one in the school is comfortable leading the groups, ask for outside, trained facilitators from the staff development department or drug and disruptive behavior teams.

ACTION

Adult Attitude/Behavior

Objective: Students and staff will take positive action to assure fair and equal treatment of all members of the school family.

Rationale: Offering school activities to all does not necessarily assure equality. In successful schools, positive actions, not passively administered policies, are initiated to assure that all students have equal opportunities for participation in school programs and for fair and just discipline.

Effective schools are more likely to admit to having problems than less effective schools. Perhaps less successful schools are less sensitive to problems (don't see them) or perhaps they are less willing to bring them into the open because the staff does not know how to solve them.

Activity: Establish a human relations committee for the school. It must be multi-cultured and should include students at the secondary level.

Provide training in communications skills for the committee. (A trainer from the Crime Drug Intervention office could provide professional assistance for DISD personnel. Other organizations might contact Region X Educational Service Center or Desegregation Centers for similar trainers).

Duties of this group would include the following:

- surfacing problems (tangible or perceived!) open discussion
- offer quick assistance during any crisis
- orientation of new students, faculty members, and substitute teachers
- serve as liaisons with the community
- sponsor social mixers

Strategy adapted from A Handbook for Integrating Schools, Educational Testing Service, New Jersey, 1976, pp. [illegible]

THREE THINGS I DO

Adult   Attitude/Awareness

Objective: Participants will be able to name at least one of his/her own attitudes and action which is based on sex-role stereotypes.

Rationale: Participants get to know each other better.

Materials: 3 x 5 card for each participant, pencil for each participant and one sheet of newsprint and pen.

Activity: Write the following instruction on the sheet of newsprint:

A) Write one thing about yourself you like or like to do that is typical of your sex.
B) Write one thing about yourself you don't like or like to do that is typical of your sex.
C) Write one thing about yourself you like or like to do that is typical of the opposite sex.

1. Give each participant a card and a pencil. "You will introduce yourself to the group by filling out a card in which you tell some things about yourself."
2. Display the instructions on the newsprint.
3. Read the first instruction on the newsprint: "'Write one thing about yourself you like or like to do that is typical of your sex.' For example, if you're a female, you might like to cook -- that's thought to be typical of females."
4. Read the second instruction on the newsprint: "'Write one thing about yourself you don't like or like to do that is typical of your sex.' For example, if you're a male, you might not like to repair cars. Repairing cars is thought to be typical of males."
5. Read the third instruction on the newsprint: "'Write one thing about yourself you like or like to do that is typical of the opposite sex.' For example, if you're a female, you might like to hunt and fish -- activities which are thought to be typically male."

6. Allow participants time to complete their cards.
7. Pool all of the cards.
8. "In a minute, you will each pick a card from the pool. You will then go around the group to find the person who matches the card. In order to find a match, you must ask questions from the card, for example, 'Do you like (to care for children)? Do you like (cleaning house)? Do you like (working in the yard)?' When you find a match, talk more about the information on the card with the person you find. Also, find out the person's name, where he or she works, what he or she does and any other interesting facts you have time to discover."
9. When all participants find the person who matches their card, they should return to the total group.
10. "Each of you may now introduce the person you found to all of us. Tell us the person's name, where he or she works, what he or she does and elaborate on the three items on his or her card."

Note: If the group is too large, the introduction should include only the name and one idea about the person found on the card.

Project adapted from Texas Teacher Center Project - Women's Equality in Education.

ROLE REVERSAL

Adult Attitude

Objective: Participants will be able to name at least one of his/her own attitudes or actions which are based on sex-role stereotypes and to describe at least one way he/she can work on eliminating such attitudes and actions.

Materials: Newsprint and felt tip pen for each small group.

Activity:

1. Divide the total group into same-sex groups of three to four people each.
   "Each group should imagine that they are the opposite sex. Brainstorm advantages of being that sex. Record these advantages on your newsprint and star the two that seem the best. You will have five minutes to complete your task."

2. Give each group a sheet of newsprint and a felt-tip pen.

3. After five minutes, have the small groups meet together as a total group.

4. Ask each small group to share with the total group the top two advantages of being the opposite sex.

   After a small group reports what it thinks are the advantages of being the opposite sex, ask for feedback from the sex being described. For example, if the small group is all female and they are reporting on what they think are the advantages of being male, turn to a group of males and ask: "What is you reaction to that? Do you consider those to be advantages of being male? What are the costs of those advantages? What disadvantages are there to that?"

   Finally, ask the reporting group the following question: "Is there any reason you can't have the advantage you described?"

Follow the same procedure for each small group.

Note: It is often surprising for people to realize that what they think of as advantages of the opposite sex are also considered advantages by that same sex.

5. To summarize, ask: "Does a society with differentiated sex roles have to remain that way?"

   "What sex-role differentiation is biologically rooted and unchangeable?"

   "What sex-role differentiation results from the assumption that since males and females are biologically different, they should behave differently and be treated differently?"

   "In what ways do women gain from abandoning their traditional sex role?"

   "What advantages or privileges of the traditional female role might they have to give up as sex discrimination is eliminated?"

   "In what ways do men gain from abandoning their traditional sex role?"

   "What advantages or privileges of the traditional male role might they have to give up if sex discrimination is eliminated?"

Activity adapted from Texas Teacher Center Project - Women's Equality in Education.
Summary questions are taken from Project Awareness, a training program developed by Feminists Northwest.

HEALTHY ADULT

Adult Attitude/Awareness

Objective: Participants will become aware of their own attitudes and behaviors which are based on sex-role stereotypes.

Rationale: This activity is to help us become aware of our own attitudes and actions which are based on sex-role stereotypes.

Materials: Handout sheets
Me, Male, Female, and Healthy Adult
Pencil for each participant, 3 sheets of newsprint, 3 felt tip pens, and masking tape.

Duplicate the handouts as follows:
Me - one for each participant
Male - one for one-third of the participants
Female - one for one-third of the participants
Healthy Adult - one for one-third of the participants

Activity: Give each participant the handout, "Me".

1. Participants will check the space they feel best describes them. For example, if they are aggresive, they will place a check on the first space beside aggressive. If they are non-aggressive, they will check on the first space beside non-aggressive. On the other spaces they can show where, on the continuum between aggressive and non-aggressive, they best fit. They are not to share this sheet with anyone. Working quickly, they are to indicate their first response.
2. Allow time for participants to complete their sheet.
3. When they have completed their sheets, say: "Put your completed sheet aside for now. You will need to look at it later."
4. To complete this exercise, they will need to work in small groups. (Three small groups as evenly balanced with men and women as possible).

5. Allow the participants time to break into three groups. The groups should not be working near each other.
6. Give each of the small groups a set of sheets similar to the one they just completed. Each small group will have a different set of sheets. Do not let the other groups know the title of your sheet. They will complete the sheet in the same way they completed their "Me" handout. This time, however, they will have to generalize about people which is something that they're trying to learn not to do, but something that they actually do every day. Participants will complete their sheet, as quickly as they can, indicating their first response.
7. Give the "Male" handout to each participant in one small group. Each participant should complete the sheet indicating the words which he/she feels most nearly describe males in general. That is, if they think most males are aggressive, they should place a check beside aggressive; if they think most males are non-aggressive, they should place a check beside non-aggressive, etc.
8. Give the "Female" handout to each participant in another small group. Each participant should complete the sheet indicating the words which he/she feels most nearly describe females in general.
9. Give the "Healthy Adult" handout to each participant in the last small group. Each participant should complete the sheet indicating the words which he/she feels most nearly describe mentally healthy adults in general.
10. Allow participants time to complete their sheets.
11. Give each small group a sheet of newsprint and a felt tip pen.
12. When the sheets are completed, say: "Each small group should now work together to come to a consensus on ten words which best describe the word at the top of your sheet. Write the ten words on a sheet of newsprint so that you can share it later with the total group."

13. Move around the small groups to make sure that the group working with the "Male" handout is compiling a list of ten words which they think best describe males in general, the group with the "Female" handout is making a list of ten words which they think best describe females and the group with the "Healthy Adult" handout is making a list of ten words which they think best describe mentally healthy adults.
14. When each small group has their list of ten words, ask them to meet together in a large group.
15. Have participants share their information with the total group. Allow each group to share their list of ten words. They should not disclose whether their list describes males, females or healthy adults. Post the newsprint lists around the workshop space.

Optional:
Two friends may want to follow up (on their own time) with the following activity. One person (in this example, a woman) checks her "Me" handout for herself. Her friend (in this example, a man) checks the "Female" handout that reflects his view of his friend in particular. When the sheets are completed, the woman can find out if her friend sees her as she sees herself.

Project adapted from Texas Teacher Center Project - Women's Equality in Education.

Me

Aggressive	___ ___ ___ ___ ___ ___ ___	Nonaggressive
Independent	___ ___ ___ ___ ___ ___ ___	Dependent
Emotional	___ ___ ___ ___ ___ ___ ___	Unemotional
Subjective	___ ___ ___ ___ ___ ___ ___	Objective
Submissive	___ ___ ___ ___ ___ ___ ___	Dominant
Excitable	___ ___ ___ ___ ___ ___ ___	Not excitable
Active	___ ___ ___ ___ ___ ___ ___	Passive
Competitive	___ ___ ___ ___ ___ ___ ___	Not competitive
Logical	___ ___ ___ ___ ___ ___ ___	Illogical
Home-oriented	___ ___ ___ ___ ___ ___ ___	Worldly
Indirect	___ ___ ___ ___ ___ ___ ___	Direct
Feelings easily hurt	___ ___ ___ ___ ___ ___ ___	Feelings not easily hurt
Adventurous	___ ___ ___ ___ ___ ___ ___	Cautious
Cries easily	___ ___ ___ ___ ___ ___ ___	Never cries
Leader	___ ___ ___ ___ ___ ___ ___	Follower
Self-confident	___ ___ ___ ___ ___ ___ ___	Unsure
Ambitious	___ ___ ___ ___ ___ ___ ___	Not ambitious
Handles ideas	___ ___ ___ ___ ___ ___ ___	Handles feelings
Concerned about appearance	___ ___ ___ ___ ___ ___ ___	Not concerned about appearance
Talkative	___ ___ ___ ___ ___ ___ ___	Not talkative
Blunt	___ ___ ___ ___ ___ ___ ___	Tactful
Aware of others' feelings	___ ___ ___ ___ ___ ___ ___	Unaware of others' feelings
Neat	___ ___ ___ ___ ___ ___ ___	Sloppy
Loud	___ ___ ___ ___ ___ ___ ___	Quiet
Tender	___ ___ ___ ___ ___ ___ ___	Tough

Male

Aggressive	___ ___ ___ ___ ___ ___ ___	Nonaggressive
Independent	___ ___ ___ ___ ___ ___ ___	Dependent
Emotional	___ ___ ___ ___ ___ ___ ___	Unemotional
Subjective	___ ___ ___ ___ ___ ___ ___	Objective
Submissive	___ ___ ___ ___ ___ ___ ___	Dominant
Excitable	___ ___ ___ ___ ___ ___ ___	Not excitable
Active	___ ___ ___ ___ ___ ___ ___	Passive
Competitive	___ ___ ___ ___ ___ ___ ___	Not competitive
Logical	___ ___ ___ ___ ___ ___ ___	Illogical
Home-oriented	___ ___ ___ ___ ___ ___ ___	Worldly
Indirect	___ ___ ___ ___ ___ ___ ___	Direct
Feelings easily hurt	___ ___ ___ ___ ___ ___ ___	Feelings not easily hurt
Adventurous	___ ___ ___ ___ ___ ___ ___	Cautious
Cries easily	___ ___ ___ ___ ___ ___ ___	Never cries
Leader	___ ___ ___ ___ ___ ___ ___	Follower
Self-confident	___ ___ ___ ___ ___ ___ ___	Unsure
Ambitious	___ ___ ___ ___ ___ ___ ___	Not ambitious
Handles ideas	___ ___ ___ ___ ___ ___ ___	Handles feelings
Concerned about appearance	___ ___ ___ ___ ___ ___ ___	Not concerned about appearance
Talkative	___ ___ ___ ___ ___ ___ ___	Not talkative
Blunt	___ ___ ___ ___ ___ ___ ___	Tactful
Aware of others' feelings	___ ___ ___ ___ ___ ___ ___	Unaware of others' feelings
Neat	___ ___ ___ ___ ___ ___ ___	Sloppy
Loud	___ ___ ___ ___ ___ ___ ___	Quiet
Tender	___ ___ ___ ___ ___ ___ ___	Tough

Female

Aggressive	___ ___ ___ ___ ___ ___ ___	Nonaggressive
Independent	___ ___ ___ ___ ___ ___ ___	Dependent
Emotional	___ ___ ___ ___ ___ ___ ___	Unemotional
Subjective	___ ___ ___ ___ ___ ___ ___	Objective
Submissive	___ ___ ___ ___ ___ ___ ___	Dominant
Excitable	___ ___ ___ ___ ___ ___ ___	Not excitable
Active	___ ___ ___ ___ ___ ___ ___	Passive
Competitive	___ ___ ___ ___ ___ ___ ___	Not competitive
Logical	___ ___ ___ ___ ___ ___ ___	Illogical
Home-oriented	___ ___ ___ ___ ___ ___ ___	Worldly
Indirect	___ ___ ___ ___ ___ ___ ___	Direct
Feelings easily hurt	___ ___ ___ ___ ___ ___ ___	Feelings not easily hurt
Adventurous	___ ___ ___ ___ ___ ___ ___	Cautious
Cries easily	___ ___ ___ ___ ___ ___ ___	Never cries
Leader	___ ___ ___ ___ ___ ___ ___	Follower
Self-confident	___ ___ ___ ___ ___ ___ ___	Unsure
Ambitious	___ ___ ___ ___ ___ ___ ___	Not ambitious
Handles ideas	___ ___ ___ ___ ___ ___ ___	Handles feelings
Concerned about appearance	___ ___ ___ ___ ___ ___ ___	Not concerned about appearance
Talkative	___ ___ ___ ___ ___ ___ ___	Not talkative
Blunt	___ ___ ___ ___ ___ ___ ___	Tactful
Aware of others' feelings	___ ___ ___ ___ ___ ___ ___	Unaware of others' feelings
Neat	___ ___ ___ ___ ___ ___ ___	Sloppy
Loud	___ ___ ___ ___ ___ ___ ___	Quiet
Tender	___ ___ ___ ___ ___ ___ ___	Tough

SOMETHING'S WRONG

Adult

Attitude/Awareness

Objective: Participants will be aware that blatant sexism permeates our everyday world.

Rationale: Until very recently, most women refused to recognize their own oppression; they openly accepted the social definition of who and what they were. This very refusal to be conscious of the fact that they are seen and treated not as individuals, but as "women", is significant. No group is so oppressed as one which will not recognize its own oppression.

Materials: Newsprint or chalkboard, and handout sheets.

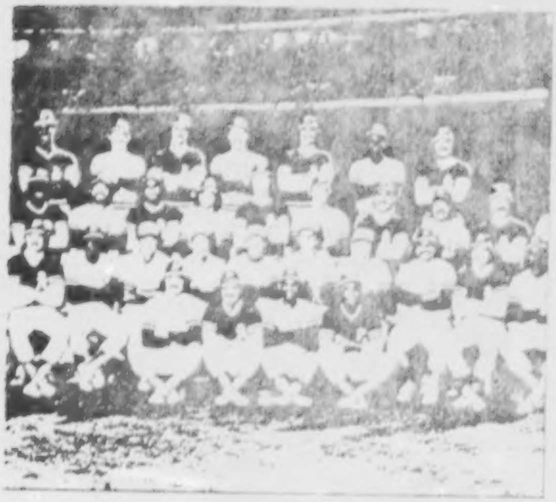
Activity: Good staff development exercise:

Divide the group into small gender mixed discussion groups of 3 to 5 people. Give each group a packet of the attached handouts.

Let the groups list evidence of a sexist society as seen from these illustrations. Then, record on newsprint or chalkboard the evidence each group collects.

Project adapted from Texas Teacher Center Project - Women's Equality in Education.

WHAT'S WRONG WITH THESE PICTURES?

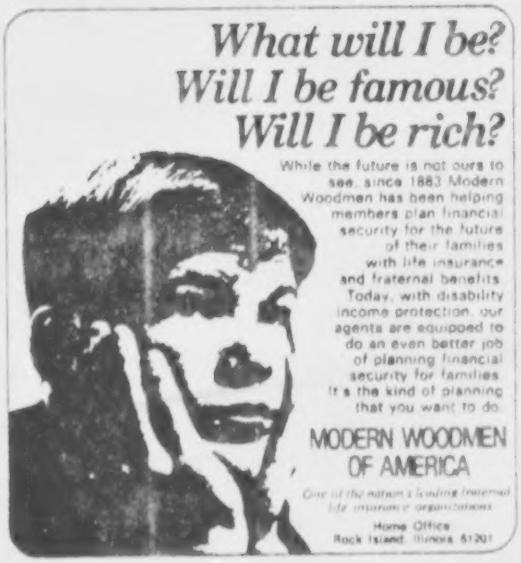


Pictures taken from project adapted from Texas Teacher Center Project - Women's Equality in Education.

Ninety-Fifth Restaurant.

Brewing and serving coffee for executives is as much a part of today's secretarial duties as shorthand, typing and filing. A gracious secretary serving a perfect cup of coffee can add tremendously to an executive's daily performance as well as to an important conference. Monsieur Maes will demonstrate how to brew coffee for various types of executives, uptight persons, dieters, relaxed persons, etc. He will give tips on how to set an attractive desk and/or conference table and the kinds of pastry or breakfast cakes that go with various types of coffee and coffee cups.

from a press release by Natalie Parry Associates, Inc., submitted by Sue Roll, Chicago, Ill.



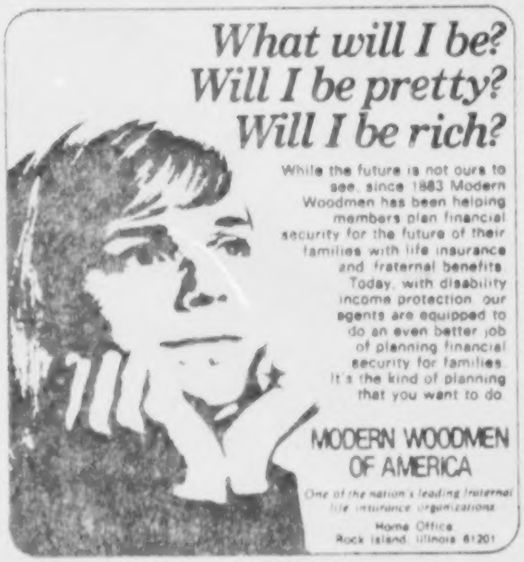
What will I be? Will I be famous? Will I be rich?

While the future is not ours to see, since 1883 Modern Woodmen has been helping members plan financial security for the future of their families with life insurance and fraternal benefits. Today, with disability income protection, our agents are equipped to do an even better job of planning financial security for families. It's the kind of planning that you want to do.

MODERN WOODMEN OF AMERICA

One of the nation's leading fraternal life insurance organizations

Home Office
Rock Island, Illinois 61201



What will I be? Will I be pretty? Will I be rich?

While the future is not ours to see, since 1883 Modern Woodmen has been helping members plan financial security for the future of their families with life insurance and fraternal benefits. Today, with disability income protection, our agents are equipped to do an even better job of planning financial security for families. It's the kind of planning that you want to do.

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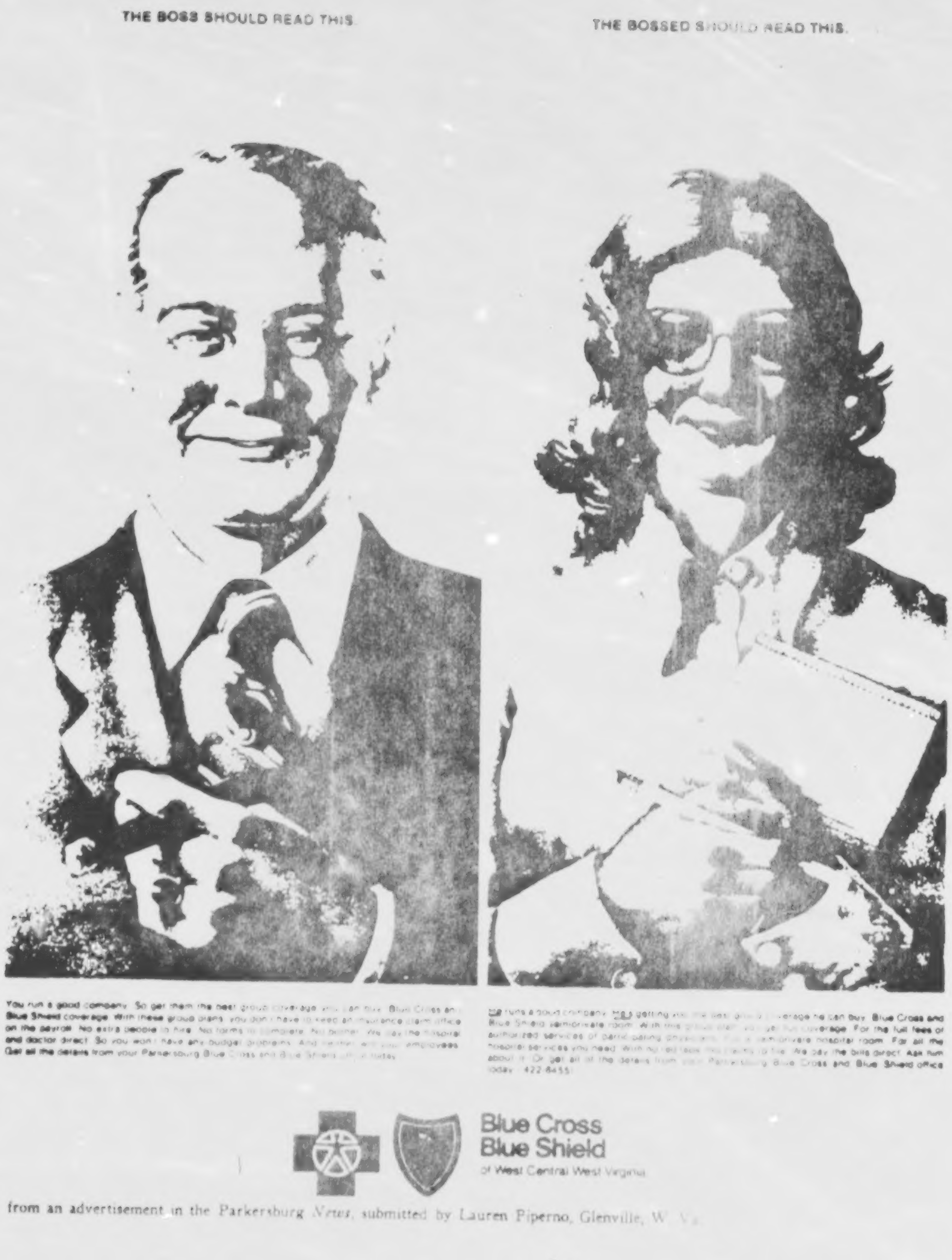
Home Office
Rock Island, Illinois 61201

Advertisements from *the Insurance Salesman*, submitted by Lynne Karlson, Chicago, Ill.



THE BOSS SHOULD READ THIS.

You run a good company. So get them the best group coverage you can buy. Blue Cross and Blue Shield coverage. With these group plans, you don't have to keep an insurance claim office on the payroll. No extra people to hire. No forms to complete. No bother. We pay the hospital and doctor direct. So you won't have any budget problems. And neither will your employees. Get all the details from your Parkersburg Blue Cross and Blue Shield office today.

THE BOSSED SHOULD READ THIS.

He runs a good company. He's getting you the best group coverage he can buy. Blue Cross and Blue Shield semiprivate room. With this group plan, you get full coverage. For the full fees of authorized services of participating physicians. Plus a semiprivate hospital room. For all the hospital services you need. With no red tape. No claims to file. We pay the bills direct. Ask him about it. Or get all of the details from your Parkersburg Blue Cross and Blue Shield office today. (422-8455)

Blue Cross
Blue Shield
of West Central West Virginia

from an advertisement in the Parkersburg *News*, submitted by Lauren Piperno, Glenville, W. Va.

COLLEGE ESSENTIAL

At least a four-year college course is now required to become a forester. A boy planning such a career would be wise to study as much mathematics and English in high school as possible. Not long ago, the University of Washington conducted a survey to see why some forestry students failed to graduate.

In almost every instance, it was due to inadequate preparation in mathematics and English.

Does this profession have room for women?

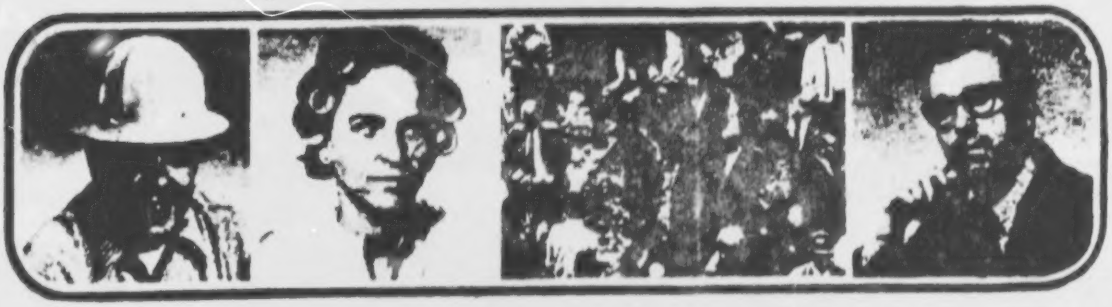
A few, perhaps, in the research laboratories. In the main, it's a man's job. Over the course of the past fifty years, many girls have enrolled in the University of Washington's College of Forestry. Only two of them ever succeeded in graduating.

Neither is still practicing forestry.

They have done the next best thing. They married foresters.

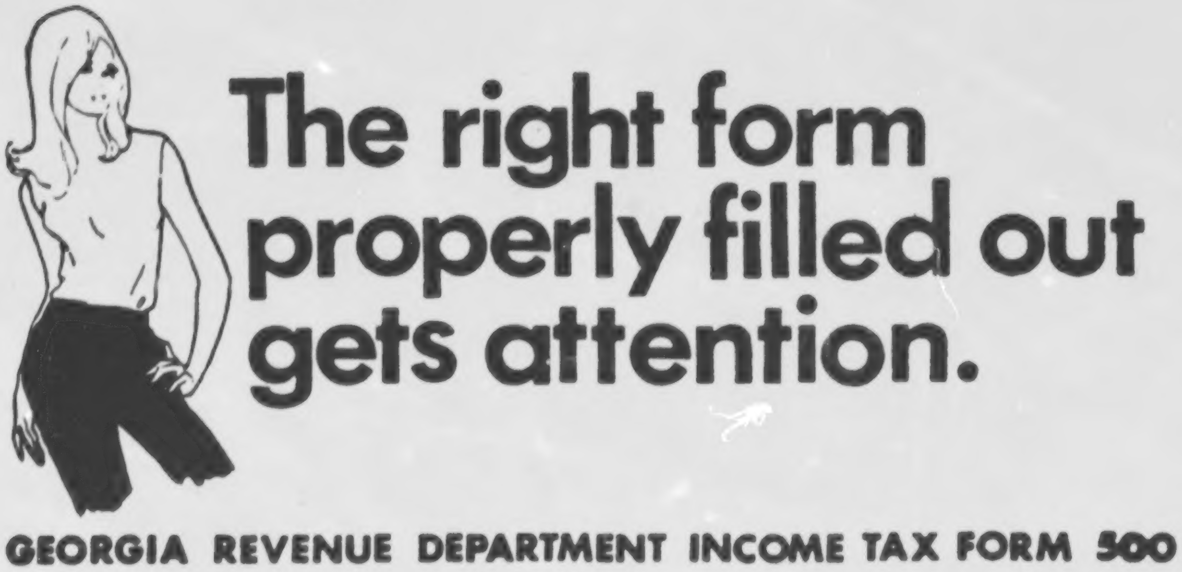
from the New York Life Insurance pamphlet "Should You Be a Forester?"—submitted by Mary Field, San Diego, Calif.

*


Something for everyone at the bank with the human touch!

*Note derogatory presentation of women.

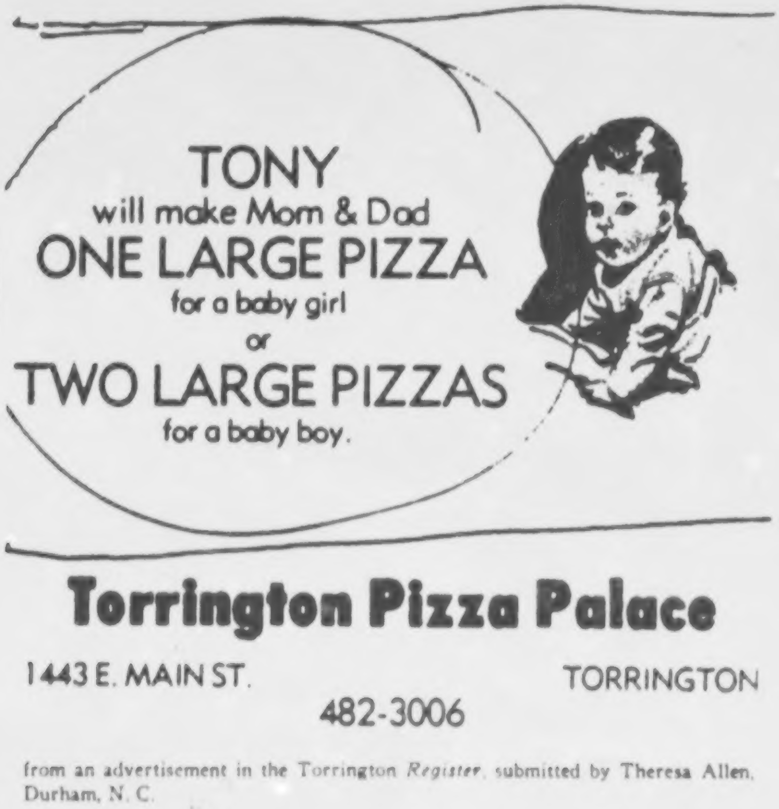
from an advertisement in *Enterprise*, submitted by Beth Hardy, Mountlake Terrace, Wash.



The right form properly filled out gets attention.

GEORGIA REVENUE DEPARTMENT INCOME TAX FORM 500

from a poster in the Macon, Georgia, Income Tax Department, submitted by Sheila R. Woods, Indianapolis, Ind.

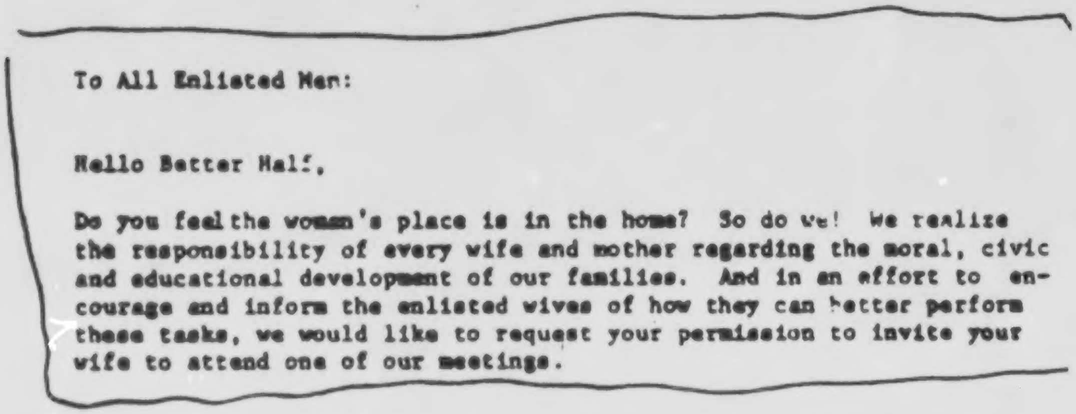


TONY
will make Mom & Dad
ONE LARGE PIZZA
for a baby girl
or
TWO LARGE PIZZAS
for a baby boy.

Torrington Pizza Palace

1443 E. MAIN ST.
482-3006
TORRINGTON

from an advertisement in the Torrington *Register*, submitted by Theresa Allen, Durham, N. C.



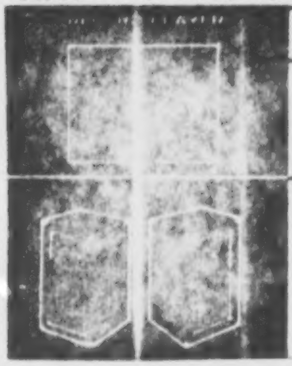
To All Enlisted Men:

Hello Better Half,

Do you feel the woman's place is in the home? So do we! We realize the responsibility of every wife and mother regarding the moral, civic and educational development of our families. And in an effort to encourage and inform the enlisted wives of how they can better perform these tasks, we would like to request your permission to invite your wife to attend one of our meetings.

from a letter sent by the Navy Wives Clubs of America, submitted by Elissa Walsh, Detroit, Mich.

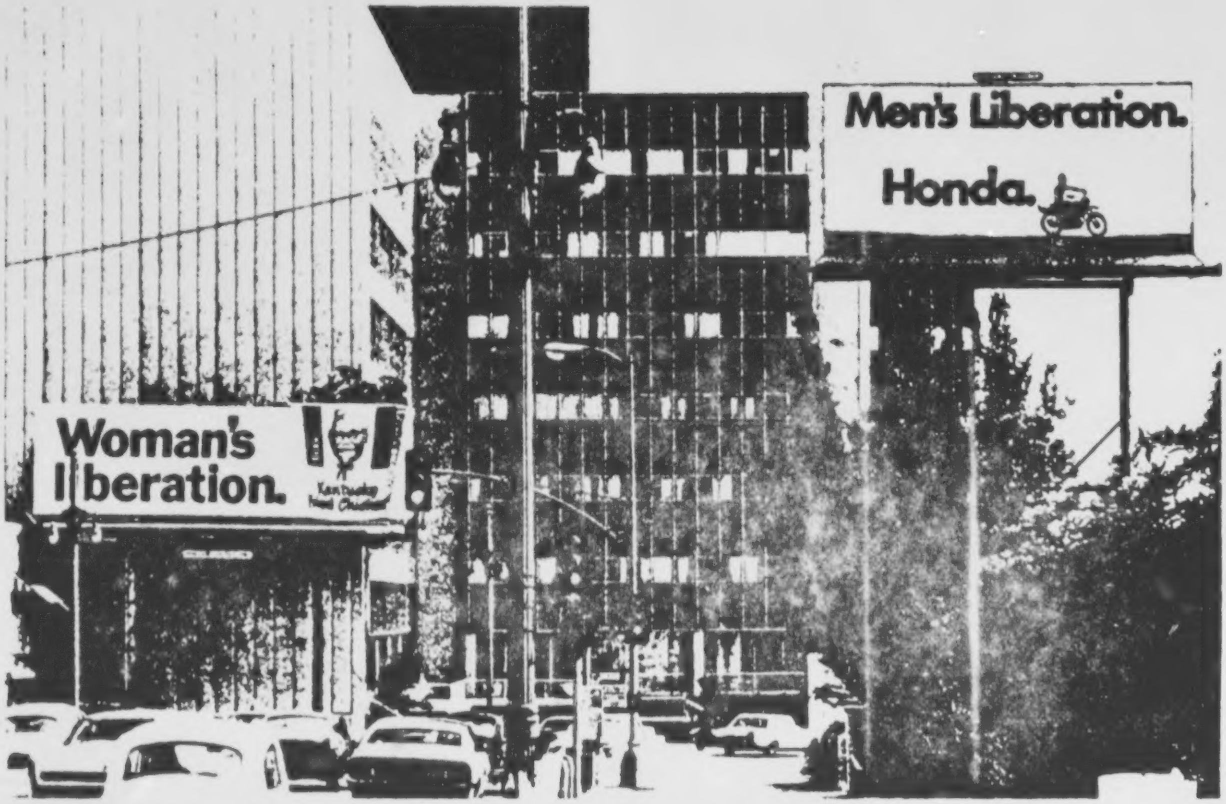
—brochure from The Institute of High Fidelity, Inc. Contributed by Joe Kerstein, New York, N.Y.



FOR HER	FOR HIM
This unit plays the record	You have your choice of turntable with separate tonearm and cartridge of your choice, or an all-in-one record changer. The latter also changes the records automatically
The music you hear comes through the speakers. They must be kept sufficiently apart. You need two speakers for stereo	Let your own ears determine your choice of speakers. From the variety made to component high fidelity standards, you can always find the one you like to listen to. Music can be piped into other areas of your home simply by adding speakers

Automation is man's effort to make work so easy that woman can do it all.

from a fortune cookie received by Bernard Schick, Brooklyn, N.Y.



from *Cycle* magazine, submitted by Barbara Baierschmidt, Cincinnati, Ohio.

Woman Not Admitted To Equality Day Fest

PORTSMOUTH (AP) — The Women's Equality Day celebration Monday at the Portsmouth Naval Shipyard was short one distinguished guest, Mayor Marion P. Whitehurst of Chesapeake.

The Marines wouldn't let her through the gate.

Mrs. Whitehurst, one of only about 30 women mayors among the nation's 18,300 cities and townd, showed up at the shipyard at the appointed hour and preeented her letter of invitation.

But it meant nothing to the sentries.

After a period of heel-cooling, Mrs. Whitehurst went to a pay telephone and dialed a number listed on the invitation. There was no answer.

The mayor returned to Chesapeake.

from the *Gazette*, submitted by Glenda B. Surovell, Alexandria, Va.

171

Births

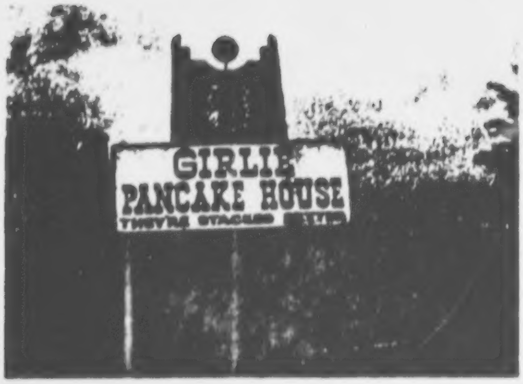
Born to:

THOMPSON, David A., 1505 Hawthorne Terrace, Berkeley, June 20, a Son.
THOMPSON, David A., 1505 Hawthrone Terrace, Berkeley, June 20, a Son.
URBINA, Jr., Lester E., 171 Valmar Terrace, San F., August 8, a Son.
VILLA, Nonilon A., 3171 Army Street, San F., August 11, a Daughter.
VIVANCO, Segundo O., 3947 San Bruno Ave., San F., August 8, a Son.
WANNAGAT, Franz-Juergen, 6 Locksley Ave., San F., July 19, a Son.
WEEKLEY, Peter T., 1103 Second Street, Novato, July 13, a Son.
WILLIAMS, Edward L., 1055 Oakdale Ave., San F., June 30, a Son.
WILLIAMS, Hector, 350 Ordway Street, San F., July 13, a Son.
WILLIAMS JR., Joenathan, 3127 Henderson Drive, Richmond, June 28, a Son.
WONG, Kenson K., 19 Roemer Way, San F., August 15, a Daughter.
WONG, Filbert F., 383 24th Ave., San F., August 12, a Son.
YOUNG, Walter, 648 Oak Street, San F., August 12, a Daughter.
ZELAYA, Roberto A., 193 Chattanooga, San F., July 12, a

from the San Francisco *Examiner*,
submitted by Laura Mezirka,
San Anselmo, Calif.

Deal with homesickness differently in the daytime than at night. During the day, don't aggravate the problem by getting overly emotional. Sympathize with a homesick child a little to make him feel secure. Then involve him in an activity. Make him feel important. For instance, 10-year-old David may think camp is great until he gets stuck with the group of girls in charge of Tuesday morning flag raising. This ego blow makes him unhappy, and he begins missing the boys back home. Suggest that he take charge of pulling the flag to the pole's top because the girls aren't strong enough to do it. This gives him a sense of importance, and makes him forget his friends at home for the time being.

from the *National 4-H News*, submitted by Marlys F. Jensen, Vienna, Va.



submitted by Judith Vinson Berry, Tulsa, Okla.

Mr. Shanker naturally also gives credit to provisions in the union contract. "Before the strike (in 1968), huge numbers of teachers left after one or two years. This has changed, one, because of the economic situation. There's no other place to go these days. And, two, because of our negotiations. Teachers are no longer poor." Turnover is lower, he adds, because the Great Society and the New Frontier imparted a new excitement to teaching. "Teaching is no longer seen as a woman's job," he says. "Teaching is seen as a tough, exciting place where things are happening."

from the *Wall Street Journal*, submitted by Peter C. Jordon, Carlisle, Mass.

BOYS

Organized leagues in soccer, softball, football, volleyball and basketball.

Tennis

8 - 12 years........M 4:00-6:00
13 - 15 years...Sat. 9:00-11:00

Chef's Club.........F 4:00-5:30

GIRLS

Cooking............M 4:00-5:30

Hostess Club........M 4:00-5:30

Sewing............Th 4:00-5:30

Tennis

8 - 12 years........W 3:00-5:00
13 - 15 years......Th 4:00-6:00

BOYS AND GIRLS

Puppetry.............8-12 years
every other Thursday

Music..............F 4:00-5:30
or
Sat. 1:00-2:00

Dance.............M F 5:00-6:00

Crafts.............T 4:00-5:30

Creative Dramatics..W 4:00-6:00

Badminton...........T 4:00-5:30

Camping and Nature
..............Th 7:00-8:30 p.m.

Pictures taken from project adapted from Texas Teacher Center Project - Women's Equality in Education.

SCRAMBLED MYTHS AND REALITIES

Adult — Attitude/Awareness

Objective: Participants will be able to name at least one way people learn sex-role stereotypes.

Participants will be able to name at least one of his/her own attitudes and actions which are based on sex-role stereotypes.

Materials: Dittos of: Scrambled Myths and Realities (Myths)
Scrambled Myths and Realities(Realities)

Activity:

1. "There are many stereotypes about working women. We are going to play a game in which you will become familiar with some facts about women in the labor force. The source of these facts is the U. S. Department of Labor, Employment Standards Administration, Women's Bureau."
2. Divide the total group into small groups of three to five people each.
3. Give each small group a copy of each sheet on Scrambled Myth and Reality.
4. Participants will match the most commonly heard myth to the reality or statistical fact,as recorded by the U. S. Department of Labor,that would prove the myth false.
5. After participants have completed the exercise, discuss the results.

   "Were some of the facts surprising or new to you?"

   "Where did such myths originate?"

Adapted from Texas Teacher Center Project - Women's Equality in Education.

Scrambled Myths and Realities

Myths

_____ 1. A woman's place is in the home.

_____ 2. Women are not seriously attached to the labor force; that is, they work only for extra "pin money."

_____ 3. Older women are given special care in our society.

_____ 4. Women don't work as many years or as regularly as men.

_____ 5. When women work, they deprive men of job opportunities.

_____ 6. Women should stick to "women's jobs" and should not compete for "men's jobs."

_____ 7. Women don't want responsibility on the job; they would prefer not to have promotions or job changes which add to their load.

_____ 8. Children of working mothers are more likely to become juvenile delinquents than children of non-working mothers.

_____ 9. People don't like to work for women supervisors.

_____ 10. Women earn as much money as men.

_____ 11. Women who stay at home are worth less to society.

_____ 12. Women have a higher turnover and absenteeism rate than men.

_____ 13. Women get married, then quit work.

Adapted from Texas Teacher Center Project - Women's Equality in Education.

Scrambled Myths and Realities

Realities

a. Most people who complain about women supervisors have never worked for a woman.
In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.
In another survey in which 41% of the firms indicated they hired women executives, none rated their performance as unsatisfactory; 50% rated them adequate; 42% rated them the same as their predecessors; and 8% rated them better than their predecessors.

b. The Social Security Administration has published a study which shows that the value of a housewife's work is about $5,500. A woman who has young children in the home is "worth" $7,500. says the same study. The figures were derived by multiplying the hours spent in various tasks by the prevailing hourly wage for each activity based on how much commercial and private employers were paying.
The median yearly earnings of all full-time workers is approximately $8,500.

c. Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

d. There were 31.5 million women in the labor force on the average in 1970. The number of unemployed men was 2.2 million. If all the women stayed home and unemployed men were placed in the jobs held by women, there would be 29.3 million unfilled jobs.
Moreover, most unemployed men do not have the education or the skills to qualify for the jobs held by women, such as secretaries, teachers, and nurses.
In addition, the majority of the 7 million single women in the labor force support themselves; and nearly all of the 5.9 million widowed, divorced, or separated women working or seeking work support themselves and their families. They also need jobs.

Adapted from Texas Teacher Center Project - Women's Equality in Education.

e. While it is true that many women leave work for marriage and children, this absence is only temporary for the majority of them. They return when the children are in school. Despite this break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

f. Jobs, with extremely rare exceptions, are sexless. Women are found in all of the 479 occupations listed in the 1960 census. Tradition, rather than job content, has led to labeling certain jobs as women's and others as men's. For example, although few women work as engineers, studies show that two-thirds as many girls as boys have an aptitude for this kind of work.

g. Of the 31 million women in the labor force in March 1970, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 and $7,000-incomes which, by and large, did not meet the criteria established by the Bureau of Labor Statistics for even a low standard of living for an urban family of four.

h. Today half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the growth of the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.

i. Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1970, 4.3 million women held professional and technical jobs; another 1.3 million worked as nonfarm managers, officials, and proprietors. Many others held supervisory jobs at all levels in offices and factories.

j. Half of all employed women earn less than $5,323 as compared to $8,966 for men; only 7% of women earn over $10,000 as compared to 40% of men. And, women are losing ground: in 1955, women's median earnings were 63.9% of men's; in 1970 they had dropped to 59.4%.

Adapted from Texas Teacher Center Project - Women's Equality in Education.

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k. Aged women are among the most impoverished; half of them have an income of only $1,888. Two out of three elderly people are women; 10.5 million aged 55 or older are "on their own."
Five out of eight older women are classified as poor.

l. Numerous studies have found that turnover and absenteeism were more related to the level of job than sex. There is a higher turnover rate in less rewarding jobs, regardless of the sex of employees.

m. Sixty percent of working women are married, and one-third of all mothers work.

Adapted from Texas Teacher Center Project - Women's Equality in Education.

PICTURE POWER — RACISM

Adult	Attitude
Objective:	Participants will explore their own understanding of racism and work toward common definition.
Rationale:	The "picture pac" photos were selected to demonstrate both obvious and subtle examples of racism. By examining the photographs, participants will compare their own understandings with those of their peers.
Materials:	Picture Pac photos - racism, newsprint, markers.
Activity:	Divide the group into small clusters of 3 to 7 participants (preferably a racial mix). Each group is given two or three photos, marker, and newsprint sheet. Instruct group members to look at pictures and decide if and why each photo illustrates racism. List group feedback on newsprint next to the number of the photo. Groups exchange photos until each group has seen and evaluated all the photos. Each group reports its conclusions to the total group. Focus on similarities and differences in observations; not who is right and who is wrong. Use the discussion pointer sheet as your resource rather than distributing it to the group as the "right" answers. After the discussion, regroup into small groups and let each group formulate a definition of racism.

Activity adapted from Picture Pac., Foundation for Change, Inc., New York, and Council for Interracial Books for Children.

179

1

Metropolitan Achievement Tests
DIRECTIONS FOR

2

3

APARTMENT
FOR RENT

4

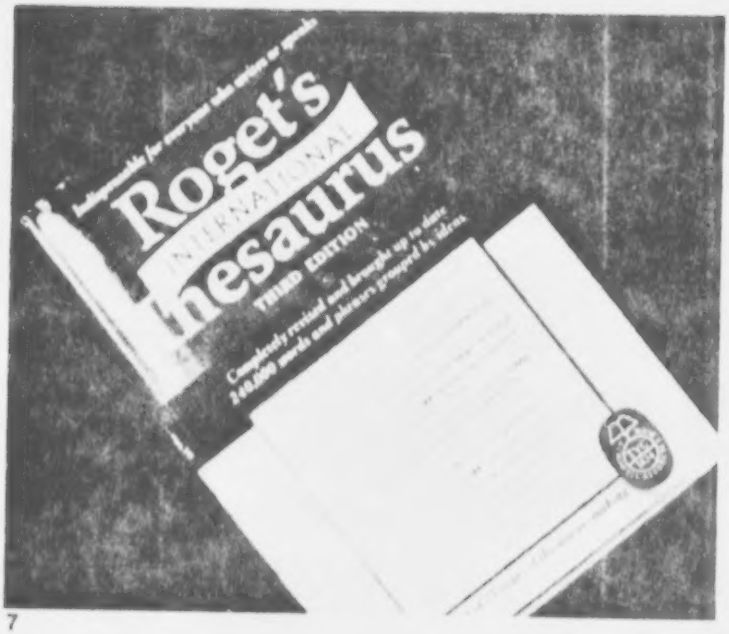
5

UPI

6

UPI

182


Indispensable for everyone who writes or speaks
Roget's
INTERNATIONAL
Thesaurus
THIRD EDITION
Completely revised and brought up to date
240,000 words and phrases grouped by ideas

7

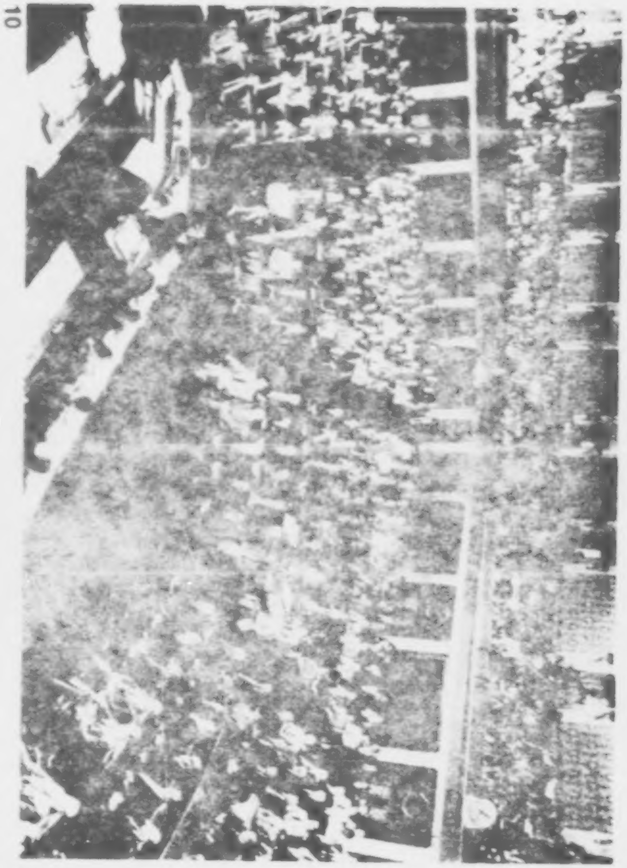
EASY CREDIT

8

U.S. Civil Rights Commission

9

U.S. Civil Rights Commission



10

Discussion Pointers For Picture-Pac Activity on Racism

Note: Use your own discretion. You may -- or may not -- wish to interject your personal reactions or the observations below into the group discussion.

Photo #1

A common sight in affluent sections of cities and suburbs is a Black woman caring for a white child. This "maid" position is generally low-paying, low status and causes no eyebrow-raising.

Has anyone seen white nursemaids caring for Black children? Male nursemaids caring for children?

Item: US income statistics, from high to low, are in the following order -- White men, Black men, White women, Black women. Hispanic and Native American income figures are less than Black income figures.

Photo #2

All standard achievement and IQ tests have been standardized on white middle-class students. Most experts agree that there is no such thing as a "culture-free" test. Tests have been devised by Black and Chicano scholars which are based on knowledge and experience common to their cultures. Whites do less well on those tests. Both class and race are standard variables in these tests. So is rural versus urban background. Southern poor whites don't score as well as Northern city kids. Blacks and Chicanos score less well than whites. And richer youngsters score better than do poor. Since test results are often used for tracking students, the pro-white cultural bias has racist results.

Item: Are these questions from an IQ test for junior high school students culturally and racially biased?

- Which of the following is most like "doctor," "lawyer," "teacher"? (A) accountant; (B) policeman; (C) electrician; (D) student; (E) beautician. ANSWER: (A)
- People prefer paying by check rather than cash because (A) it's easier; (B) they can keep a record of their expenses; (C) it makes them feel more important; (D) it maintains their credit with the bank. ANSWER: (B)

Photo #3

This symbol of blindfolded "Justice" weighing out equal treatment to all in a democracy is also belied by statistics. US minorities still suffer a much higher proportion of arrests, higher bail imposition, longer sentences, less chance of having an attorney, judge or jury of their peers -- than do whites.

Photo #4
Discrimination takes many more subtle forms in housing than this blatant one of "Sorry, it's already been rented," which is depicted in this photograph. Discuss the numerous policies and practices of banks, real estate agencies, urban renewal programs., etc., that perpetuate segregated communities.

Photo #5
Since a comparable photo of a GI standing guard over white civilian old people, women and children would be most unlikely, despite our having been in wars with white populations, this could be considered racist.

Item: During World War II, the USA used atom bombs on non-white Japanese, but not on white Germans or Italians. Japanese were interned in camps but not our white "enemy" aliens and citizens. Much of the world has charged that napalm, defoliants, anti-personnel devices and other new weapons tested in the Vietnamese war would never have been used against a white adversary.

Photo #6
Could such a photograph be taken if this country were not racist? Participants can explore both the institutional racism that created the need for school desegregation efforts and the racial divisiveness and hatreds that have necessitated using armed troops and police to protect the rights and safety of Black students seeking education -- from Little Rock in 1957 to Boston in 1975.

Photo #7
The Thesaurus gives all possible meanings for words in the English language. Can a language be racist? "Whiteness" has 134 synonyms -- 44 are favorable: examples: purity, cleanliness, innocent, fair, trustworthy. Only 10 synonyms are negative: example: whitewash. "Blackness" has 120 synonyms -- 60 are unfavorable. Some are: blotch, smut, murky, evil, deadly, dirty, wicked. There are 20 synonyms directly related to race, such as: Negress, nigger, darky, blackamoor.

Item: Think about usage of words like "heathen," "primitive," "massacre," "inscrutable," etc., as well as the negative and positive connotations of "black" and "white."

Photo #8

This scene, common in poor minority neighborhoods, is usually accompanied by high prices, shoddy merchandise, high interest rates and other forms of oppression. The people profiting from this oppression are usually, but not always, white. Poor whites can also be the victims of this type of oppression. However, it is the disproportionate percentage of non-whites living in poverty in the USA (compared to percentage of poor whites) and the economic power and resources of white society, which make this a racist situation. Participants can discuss the employment discrimination, housing segregation and general oppression which perpetuates this exploitation.

Photo #9

In recent years, dolls have been manufactured in all colors. But the long legacy of "beauty" being blonde hair and blue eyes lingers on. Many of our fairy tales, TV commercials, jokes, ads, still damage the self-image of a dark skinned child and distort the self-image of white children. (This does not mean that white children should play only with white dolls and minority children should play only with non-white dolls.)

Item: Numerous studies have shown that, in varying degrees, both Black and white children are culturally conditioned to perceive "white" as good and beautiful and "black" as ugly and bad. While Black people have increasingly counteracted these conditions for their own children, what can white people do to change the "white is right" environment of their children?

Photo #10

If this were not a racist country, our Congress would be expected to have a proportionate share of minority people. Who else is missing?

Item: Minorities are less than 4% of Congress and over 15% of the population. And women?

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PICTURE POWER — SEXISM

Adult Social Studies Attitude

Objective: Participants will explore their own understanding of sexism and work toward common definition.

Rationale: The "picture pac" photos were selected to demonstate both obvious and subtle examples of sexism. By examining the photographs, participants will compare their own understandings with those of their peers.

Materials: Picture Pac photos - sexism, newsprint, markers.

Activity: Divide the group into small clusters of 3 to 7 participants (preferably women and men together).

Each group is given two or three photos, marker, and newsprint sheet.

Instruct group members to look at pictures and decide if and why each photo illustrates sexism. List group feedback on newsprint next to the number of the photo. Groups exchange photos until each group has seen and evaluated all the photos.

Each group reports its conclusions to the total group. Focus on similarities and differences in observations; not who is right and who is wrong. Use the discussion pointer sheet as your resource rather than distributing it to the group as the "right" answers.

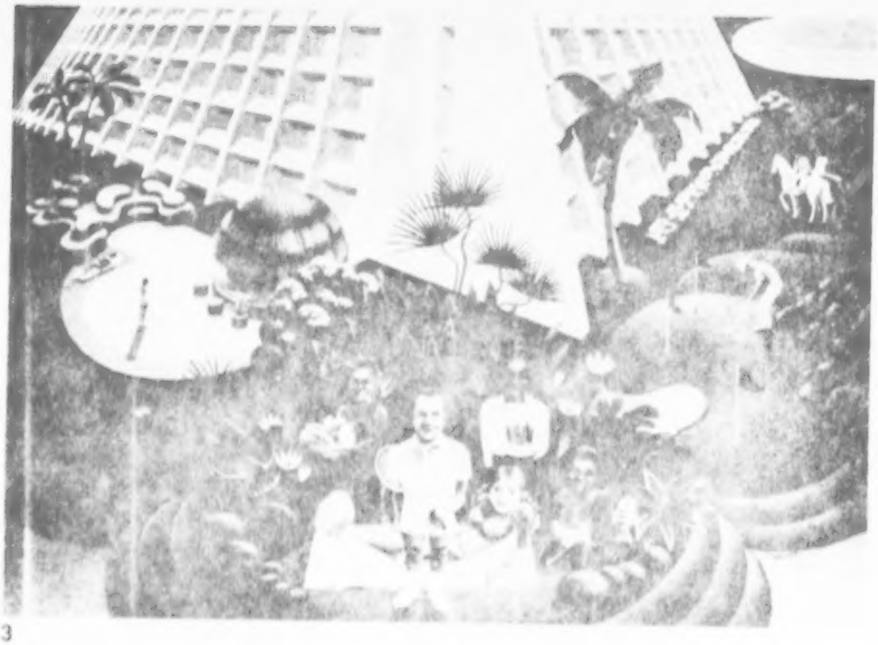
After the discussion, regroup into small groups and let each group formulate a definition of sexism.

Activity adapted from Picture Pac., Foundation for Change, Inc., New York, and Council for Interracial Books for Children.

2

MAN IN AMERICA
MAN AND HIS WORLD
WELTY
MAN'S CULTURAL HERITAGE
Men and Nations
A World History
by
MAZOUR and PEOPLES

1



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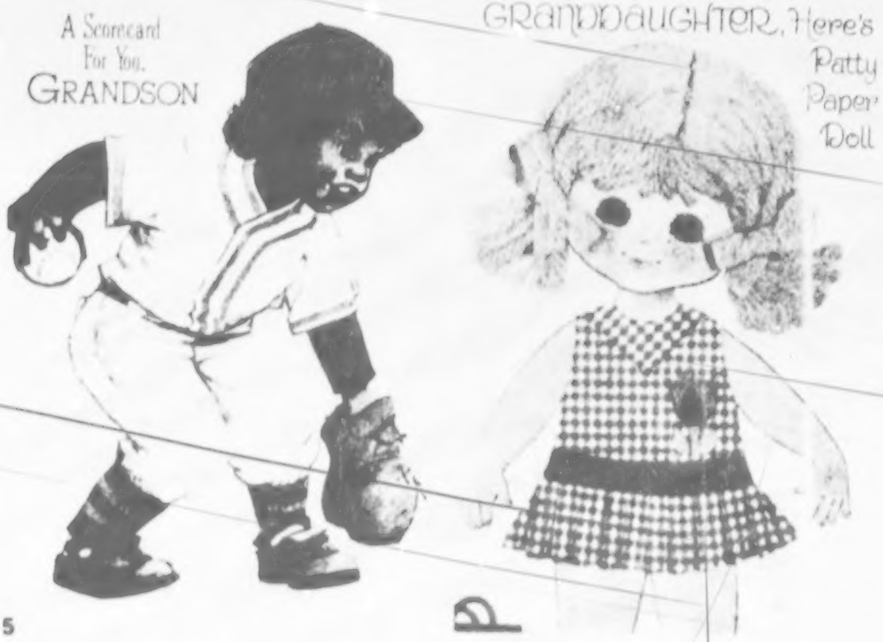
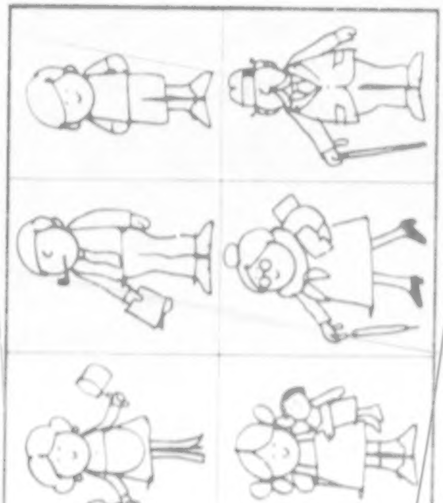

A Scorecard
For You,
GRANDSON
GRANDDAUGHTER, Here's
Patty
Paper
Doll

5

Who is in your family?

On a piece of paper, make a chart like this to show the people in your family.



Trade charts with a friend.

Is your family the same as your friend's family?

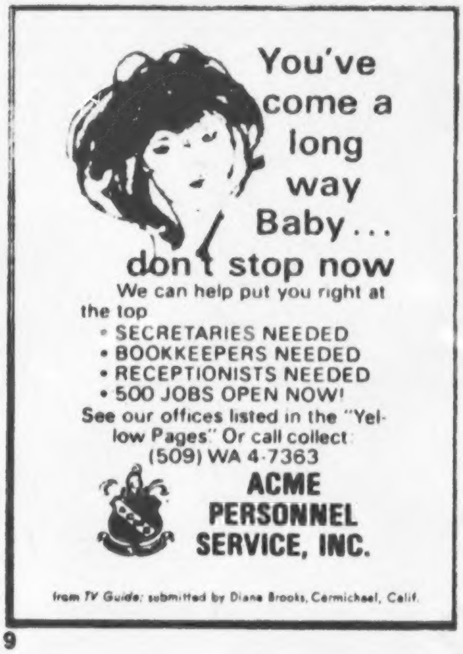
6

CHILD CARE
MEANS
MORE
PARENTS
WORKING
Need
Care!!!

8

7

Roget
Thesaurus



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don't stop now

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- BOOKKEEPERS NEEDED
- RECEPTIONISTS NEEDED
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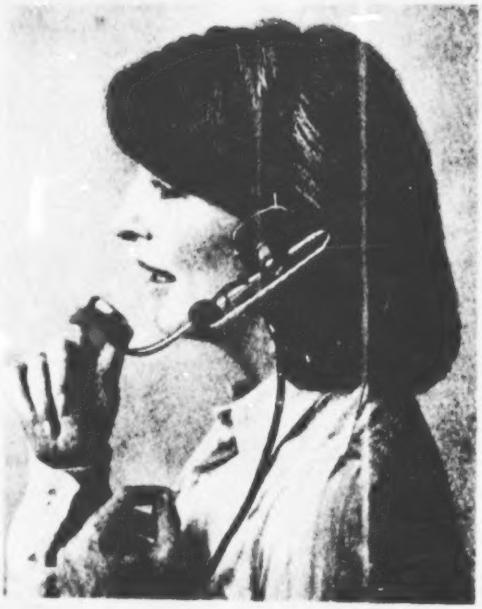
ACME PERSONNEL SERVICE, INC.

from *TV Guide*; submitted by Diane Brooks, Carmichael, Calif.



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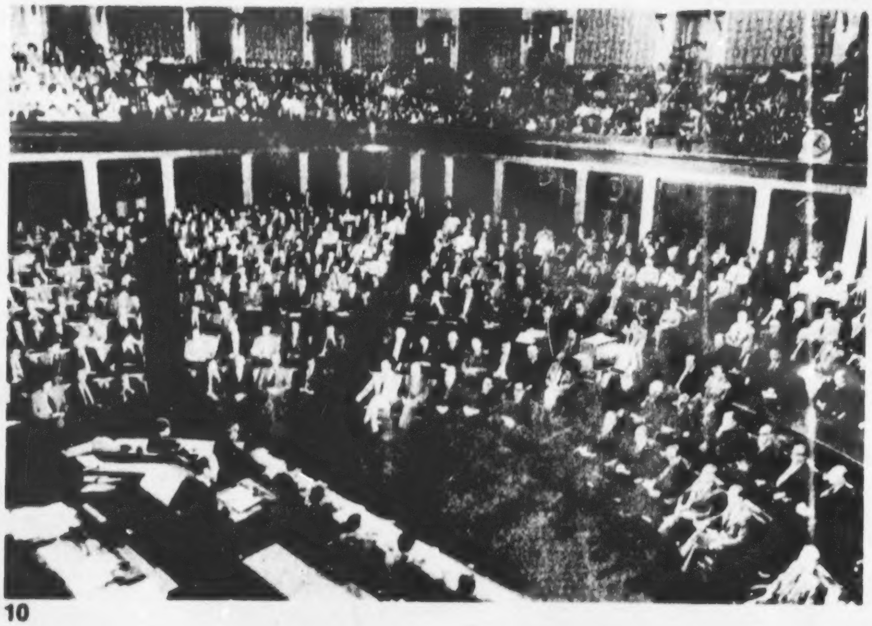

10

Discussion Pointers For Picture-Pac Activity on Sexism

Photo #1

History book titles often use "men" or "man" to mean people. Like use of the male pronoun to signify both sexes, this practice will be discontinued when society stops subordinating women. New pronouns may be needed to replace "he, him, his," when those words are used to mean "she and he, her and him, her's and his." The very word; "history," may be part of the casualty list when sexism is vanquished.

Photo #2

Seeing women as sex objects--Ogling women to prove one's "masculinity,"--Deliberately trying to be "seductive"--or advertising stockings with an implied promise that they will turn the buyer into a more "desirable" sex object, (like this photo used on a package of pantyhose), are various ways in which our society culturally prescribes male-female sex roles. Question: Have you ever seen a female boss seated at a desk smiling at a male secretary's ankles to sell men's socks?

Photo #3

This travel ad demonstrates racism as well as sexism. The white male is active, the white female does nothing but look pretty. And guess who is serving the dinner! Question: How would a Black woman reader react to this ad? Question: What color, sex and nationality do you think the hotel owners are?

Photo #4

NOW, the National Organization for Women, used this photo with copy that says:
"WHAT'S WRONG WITH THIS PICTURE? Somebody forgot to include the women. Each day decisions are being made in all-male boardrooms, in city councils, on the boards of education and elsewhere, that affect all of our lives. Intelligent, educated women--and they are legion these days--belong in this picture. They can help to build the kind of society we all want. What's wrong with this picture is that half the talent and brainpower of our country is missing--an important half--women."

We would alter NOW's copy to delete "intelligent, educated" before "women". Since the men holding the reins of economic, governmental and military power in the U.S.A. are not necessarily "intelligent" or "educated" (merely rich and/or white and male) why must women necessarily be required to be intelligent and educated to be included in decision making?

Photo #5

These two birthday cards, typical of those on the shelves of every five and dime, tell very young children just what roles society expects them to play. Many studies show that parents react toward 6-month old infants on the basis of sex. Teacher behavior toward boys differs from behavior towards girls, according to many studies conducted.

Photo #6

Role expectations continue in most early readers and textbooks in use in schools today. (See information on Fact Sheets on Institutional Sexism--textbooks.) This illustration is ageist, as well as sexist. Women wear aprons and cook, girls play with dolls, fathers smoke pipes and read, grandmothers wear their hair in a bun and grandfathers carry canes. The class can think about the images of Cinderella and other fairy tale princesses.

Photo #7

Every culture's language reflects its values. The English lanuage is both racist and sexist. To point out sexism, one can list endless words: spinster, chick, divorcee, harlot, shrew, etc. These words carry strongly-negative connotations as they describe females. Students can add to the list and then try to write a list with matching meaning to describe males, i.e. spinster--bachelor. Do the same negative connotations exist in the "masculine" list?

Photo #8

We rarely see men demonstrating for childcare because our society takes it for granted that a man works while the woman is responsible for caring for the children. If a society placed value on all peoples' contributions, aspirations and productivity, public funds would be expended so both parents would be able to work if they so chose. In the U.S., males decide how public funds are spent; historically these funds have not been spent with the interests of women given high priority. Unpaid housework and unpaid childcare suits the interests of some segments of American society; Yet for most women, and especially for the millions of poor women whose income is essential for their families survival, childcare is essential.

Photo #9

The Fact Sheets on Institutional Sexism in this Picture-Pac give statistics on the many low-paying jobs in which women are vastly over represented, as well as the many high-paying jobs where women are vastly under represented.

Photo #10

If this were not a sexist country, approximately 50%, or more, of Congress would be female. Chances for the President being female would be 50-50. If this were not a racist country the photo would look quite different also. If we were not a classist society, many congressional representatives would be from the working and lower middle classes.

CHECKLIST FOR EVALUATING SEXISM AND RACISM IN TEXTBOOKS

Adult Attitude/Awareness

Objective: Faculty and staff will examine major ways that textbooks and materials reflect racial and sexual biases.

Rationale: Textbooks and materials are a primary socializing tool, because they represent the officially prescribed body of knowledge that society provides to children. Almost all our currently used textbooks reflect racial and ethnic biases.

These biases can be documented by observing the quantity (number) of males versus females, minorities versue dominant culture; quality (which group is the most powerful or dominant in both pictures and copy); adult-roles portrayed, distortions and omissions related to the true history of minorities and females; and the use of limiting language.

Each character should be examined to determine whether the portrayal is realistic (true-to-life, factual, authenic, range of human capabilities) and free from bias. If there is bias, a group of people are relegated to a secondary, inferior status. The group may be referred to with patronizing language (agreeable in a condescending manner) or limited by stereotyped activities and roles.

Most teachers, at first glance, think of examining history, language arts and literature books. However, discrepancies also apply to other kinds of textbooks. Some math and science teachers think, at first glance, that a check of this type is inappropriate for their texts. We have found, however, that certain references of interest are made to males and females in these texts. Math teachers should pay special attention to word problems and illustrations. Science teachers should not illustrations of students, inclusion of references to women scientists, references to male and female animals or use of sex-biased language, for instance.[1]

To university personnel: The attached form may be inappropriate for a university textbook. If so, you may want to concentrate on the use of sexist language in your text as well as the way women are treated in general.[2]

To educators such as administrators and counselors: Use a policy handbook, library book or other educational materials for this activity. We have discovered, however, that even people who do not work directly with students have found examining textbooks to be an enlightening and interesting activity.[3]

Materials: Optional slide show (developed by the Dallas Independent School District Communications Department in conjunction with a textbook survey conducted by Yvonne Ewell, Dr. Richard Simms and the Dallas Chapter of American Jewish Committee.) This presentation is available from Yvonne Ewell's office, Ext. 351, Dallas Independent School District.

Textbook Survey Form entitled, "Checklist for Evaluating Sexism and Racism in Textbooks".

Activity: A. Show optional slide show/tape presentation.

B. Divide group into three smaller groups, giving each group a set of textbooks currently being used in your school. (Perhaps reading, social studies and science). Let participants work as pairs on separate chapters.

Have participants complete the attached textbook survey form as they check for ethnic and gender biases.

(It soon becomes quite evident that the materials do not represent reality).

Ask participants to report on his/her textbook or chapter. Note that, "It is interesting to evaluate a textbook for its hidden curriculum, but people often say, 'So what? What can I do about it? I have to use my text.' Let's brainstorm what we can do about sexist textbooks."

CHECKLIST FOR EVALUATING SEXISM AND RACISM IN TEXTBOOKS

Textbook Name ______________________________ **Author(s)** ______________________________

Story Name ______________________________ **Page Numbers** ____________________

Critical Reading By: ______________________________ **Workrole** ______________________________

1.	2.				3.			4.			5.		
Character	Age/Sex				Cultural/ National Identity	Dominant	Minority	Trait(s)	Were they stereotyped?		Workrole(s) Outside Home	Were they stereotyped?	
	Adult		Child										
	M	F	M	F					Yes	No		Yes	No
1.													
2.													
3.													
4.													
5.													
6.													
7.													

CRITICAL READING RECORD

Publisher______________________________ Copyright Date____________________

Age______________ Sex__________ Cultural Identity____________________

6. Workrole(s) Inside Home	Were they stereotyped?		7. Attitude of Others to Character				8. Attitude of Character to Others				9. Derogatory Statement(s) about Character?		10. Given Inferior Status?	
	Yes	No	Positive	Negative	Patronizing	Neutral	Positive	Negative	Patronizing	Neutral	Yes	No	Yes	No
1.														
2.														
3.														
4.														
5.														
6.														

11.

CONCLUSION

Sex Bias				Race Bias			
Yes		No		Yes		No	
M	F	M	F	Dom.	Min.	Dom.	Min.

Survey form developed by the Dallas Independent School District personnel and the Textbook Committee of the Dallas Chapter of American Jewish Committee.

Have participants brainstorm and list ways to help students overcome the effects of subtle teaching, or they may suggest supplemental materials.

Record participants responses on newsprint. Suggestions from other groups have included:

- Supplement racially and sexually-biased textbooks with unbiased teacher-made materials such as packets, learning stations or readings.
- Design non-racist and non-sexist bulletin boards.
- Call attention to the unfair parts of the textbooks and have short discussions.
- Select library books which are unbiased to supplement biased textbooks; for example, biographies and history books which include the contributions of women are good sources.
- Stop guiding students to particular books or stories because "boys (girls) will especially like these."
- Go to State Textbook Hearings.
- Contact State Textbook Committee members to offer your services.
- University teachers can address the issue with students.
- Write letters to publishers of textbooks.

[1] Texas Teacher Center Project - Women's Equality in Education.

[2] Ibid.

[3] Ibid.

Strategy suggested by several schools, including L. V. Stockard (submitted by Louis Moore), and Yvonne Ewell, Assistant Superintendent-East Oak Cliff Sub-District.

DO-IT-YOURSELF

Adult Awareness

Objective: Participants will be able to name at least five ways people learn sex-role stereotypes.

Rationale: Discover, on an individual basis, the extent to which sex-role stereotyping exists in society.

Materials: Do-It-Yourself Ideas
Materials vary for each of the projects: some materials which would have to be provided by the participants might include photographs of children, dolls, catalogs, toys, games and greeting cards.

Materials which should be on hand include:

poster board
construction paper
notebook paper
pencils
pens
felt tip pens
old magazines
scissors
tape
glue
crayons
yarn or string

Duplicate a copy of "Do-It-Yourself Ideas" for each participant. Review the activities and the handout.

Note: Most of the projects should be done outside the workshop setting. We have found that they make good "homework" or extended lunch-break assignments!

Activity:

1. Distribute the "Do-It-Yourself Ideas" handout.
2. Each of the participants will do a project. They may choose the project they wish to do, but it would be especially interesting if the group does a variety of projects. When the projects are completed, each participant will give a presentation to the group.
3. Allow time for participants to read the list. As they decide which projects they will do, write their names beside the projects they choose on your list. It is important that you choose a project to do, too!

4. Determine when participants will report on their projects, e.g., the following day, the following workshop or after an extended lunch break so that each participant is clear when the project must be completed.
5. Dismiss the group so that they may begin their projects.
6. Allow each participant to share his/her project with the group, following the procedure described in step one above.
7. Display the projects around the workshop space.
8. After all participants have presented their projects, summarize briefly by asking:

   "What are some of the ways people learn sex-role stereotypes?"

   "As our projects show, sex-role stereotyping is subtle yet powerful. What can we as individuals do -- both internally, within ourselves, and externally, with the outside world -- about such strong influences."

DO-IT-YOURSELF

a. Greeting Cards -- Do an informal study of greeting cards: How are males/females (including animals) portrayed? Design a series of greeting cards showing men and/or women in unusual situations (unusual for them because of gender.)

b. Houses -- Houses are traditionally designed by men for women. Interview one or more professional homemakers about the kind of houses they would like. Design a workable living space for the professional homemaker. What changes did you make? Why?

c. People Watches -- Sit in a public place and observe male/female actions, movements, interactions. Do the same for male-female couples. Did you notice any patterns? Did any pattern offend you? Why or why not? How do people learn this behavior? Which would you like not to have? Places to "People Watch" include a laundromat, grocery store, street corner, airport.

d. Poster -- Make a poster selling one "feminine" quality. Do the same for a "masculine" quality.

e. Dolls -- Examine Barbie/Ken. Construct an anatomy lesson using only the facts you can get from babydolls. What do children learn from dolls? Is that what you want them to learn?

f. Toys/Games -- Make a list of toys/games which are intended for boys and another list of toys/games which are intended for girls. How do you know which kinds of toys/games are sold to boys? girls? What is the difference in the toys/games? You might use a catalog or go to a toy store.

g. Sexist Humor -- Make a collection of sexist jokes. What do these jokes teach us about women? Example: "Dorothy: I have a very literary boyfriend. He recommended Einstein's The Theory of Relativity as a very interesting book." Lou: "Have you read it yet?" Dorothy: "No, I'm waiting for the movie." In other words, women are stupid.

h. Sexist Collages -- Put together the most sexist male collage you can. Do the same for female. What do these collages tell us about the way men/women are viewed by society?

i. Before/After Advertising -- Glue advertisements that are sex-biased on one poster. On another poster glue advertisements which are not sex-biased. What makes advertisements sex-biased? Why is the stereotype used in advertising? How does it relate to reality? What could you do to eliminate stereotyping in advertising?

j. Photographs -- Collect photos of children which show how they learn their sex roles.

k. Write an autobiographical essay on your own education. Include the critical turning points, either events or decisions, that determined your future and analyze those people who influenced you to make whatever decisions you made.

l. Make a presentation on women and the Constitution with an emphasis on the 9th, 13th, 14th, and 19th Amendments.

m. Make a pro-con presentation on the Equal Rights Amendment.

n. Rewrite a fairy tale, e.g., Sleeping Beauty, Cinderella, Little Red Riding Hood and tell it to our group. Optional: Follow up by reading "Atalanta" by Betty Miles in Free To Be You and Me.

o. Make a collage of males in non-traditional roles, e.g., taking care of babies, sewing or cooking. Make another collage of females in non-traditional roles, e.g., fixing cars, doing the plumbing or playing football.

p. Collect comic strips that have girls and/or women as characters in them. Choose one or two examples to show the group. Explain how females are portrayed in your examples.

q. Cut out several ads about motion pictures which are currently showing. Go see, read a review or talk with people who have seen several of the movies. How do they depict women?

r. Bring the record or the words to "I Am Woman" by Helen Reddy. Prepare discussion questions about the song.

s. Make a presentation on women as portrayed by Chaucer, Shakespeare, Donne; St. Paul; The Odyssey and Greek myths; or Gilbert and Sullivan operettas. Wherever possible, show both positive and negative portrayals of women in your resources.

t. Bring quotes from Freud about women to share with the group.

u. Bring the following records to the group: "Just Like A Woman" by Bob Dylan, "Look at That Stupid Girl" by the Stones, "Miss Black America" by Curtis Mayfield and "Where You Lead" by Carol King. Discuss what the hip and Black culture's views of women are. Analyze how females are portrayed.

v. Prepare a Biography Bee for our group. Select five women, outstanding in any field. On separate cards, write three sentences about each woman. For your presentation, divide the group into two teams. Read out the first sentence on a card. The team which correctly identifies the outstanding woman it describes gets three points. If no one can identify the person, read the second sentence, for which a team can get two points. If no team can still identify the woman, read the third sentence, for which a team will get one point for correct identification.

w. Write a speech for a woman announcing her candidacy for President of the United States. Include a description of her qualifications, her platform and the reasons she is running for office.

x. Make a presentation on American women poets. Possible resource: No More Masks: An Anthology of Poems by Women by Florence Howe and Ellen Bass, editors, Anchor Press/ Doubleday, 1973.

y. Read The Total Woman by Marabel Morgan, available in paperback for $1.95, Pocket Books, 1975. Give an oral book report to the group. Use illustrations and/or charts in your presentation.

z. Come up with your own idea for a project which shows how people learn sex-role stereotypes.

Project adapted from Texas Teacher Center Project - Women's Equality in Education.

CULTURAL CARNIVAL

Adult Behavior

Objective: Staff members and students will work together to celebrate a special holiday or event with cross-cultural activities that help increase sensitivity to cultural backgrounds and their effects on all.

Rationale: People working together on a project with tangible success built-in are more likely to develop positive attitudes toward one another.

Activity: School Carnival...

Although school carnivals are not new, carnivals featuring a variety of ethnic and cultural booths and foods may be somewhat new.

Many schools have halloween or fall carnivals. If this is a good time for your community, keep the time the same, but set aside booths for ethnic games or foods. For example, halloween is very interesting in Mexico -- a display of Mexican halloween artifacts might be included or African masks.

One might change the carnival to coincide with important dates from cultures other than Anglo holidays. For example, Cinco-de-Mayo or Chinese New Year.

All cultures have carnivals or fairs. Researching special activities, foods, games, music, decorations, crafts, etc., can be educational for teachers, students, and parents. It is a fun way to broaden one's cultural experiences and also gives people an opportunity to work together in a positive, non-pressure climate.

BUS TOUR

Adult Awareness

Objective: Staff will note students' travel time to and from school each day, and will observe community resources available to students. The staff will note where students spend their leisure time.

Rationale: Studies show that effective school personnel are sensitive to the cultural backgrounds of students and to the effects of background on behavior, self-concept and aspirations. Many teachers and staff members do not live in the neighborhoods where they teach and do not know their students'out-of-school environment.

This informal experience gives the staff an opportunity to talk about possible resources and/or problems their students bring to school because of their community.

Materials: A bus and informed community resource persons to serve as guides.

Activity: A bus tour for faculty and staff to feeder neighborhoods, using community resource persons as guides.

Tips: This is an excellent opening exercise for the staff, which has been used successfully by several schools.

The route should cover the feeder areas and give a broad sampling of the area. Don't travel through only the best or the worst sections of the community. If there are places that attract students, be sure to see these. Note the number and kinds of churches, the types of businesses, street conditions and social services locations.

Be sure to include secretaries, custodial staff and lunchroom personnel. They are an important part of the educational team who come in contact with students and community persons every day.

HOME VISITS

Adult Behavior

Objective: Teachers, parents, and students will become acquainted with one another on a personal, positive basis. As a result, they will work together more productively if and when problems arise.

Rationale: Teachers can only meet the individual needs of students if they know what those individual needs are. The first essential step in positive discipline is the development of rapport between student and teacher. Parents are a necessary component in a child's education. The home visit is one of the most effective methods used to bridge cultural gaps between teacher and student and to involve parents in a meaningful way.

Materials: A "contract" between teacher and administrator detailing the number of home visits and sign out procedures.

Activity: If a school faculty identified poor parental involvement, cultural misunderstandings or poor student attendance as a problem, the home visit is recommended.

Faculty and administration need to discuss the details of their particular situations. Time guidelines for the visits should be established. The teachers and administrators need to establish an equitable number of visits for each faculty member. Teachers need to establish a procedure for selecting children to be visited so one child is not visited by several teachers while other children are not visited at all.

Teachers will contact the home by phone or written note, prior to the visit, informing the parent of the desire to come and also giving the parent the option to accept or decline.

Teachers need to inform the school office of where they are in case an emergency arises.

Time for home visits should be carried from staff development time or conference period time, especially since the school district cannot compensate for gasoline.

This is a time-consuming activity, but schools that have initiated this activity have been rewarded by improved discipline, improved parental support for the teacher, increased feelings of belonging by students, increased awareness of students' needs by the teacher, and improved attitudes of teachers toward the school community.

Tips: Excellent project for a team of teachers to do together. "Buddy System" advised.

Strategy submitted by Allan Dial, James S. Hogg Elementary School.

PAINTING PROJECT

Adult

Objective: The school staff will experience positive interaction by working together on a major product that has a built-in-success factor.

Studies validated by the USOE Handbook of Integrating Schools show that when students are assigned to work and/or play together on a project that has a degree of built-in success, they are more likely to have good racial attitudes. The same strategy works with staffs! One of the greatest frustrations expressed by teachers is that they feel lonely and isolated.

Materials: Paint, brushes (½", 1", and several 1½") cleaner for brushes, rags, paper cups, a dipper for paint. Coffee, juice and donuts for staff! (Approximate cost of painting cafeteria design is $85.00).

Activity: Painting a graphic design on a wall in the lunchroom, hallway, stairwell, auditorium, gym or other part of the building.

The secret of this project's success is the art teacher, (or anyone else on the staff), who will produce a design and draw it on the wall to be painted. The artist draws a large and simple design and limits the number of colors.

After the design is drawn on the wall, the artist will divide the design into 8-10 sections with masking tape boundaries. When the design is completed, it looks like a large paint-by-number project, so no one can say, "But, I can't draw!" The product is important and the process is even more so!

Instruct the staff to wear old clothes and come prepared for fun. Faculty members form heterogeneous groups (mix races, sexes, departments, etc.). Then each group chooses a section of the design to paint.

Each person takes a paper cup with a small amount of paint. (If the design has more than one color, just keep the brush with the same color of paint for the entire session.- You save cleaning and also keep the colors clean.) The groups will be hesitant at first, but soon lively competition will begin. It takes an average-sized faculty, (50-70 people), about 3 hours to paint a cafeteria.

Tips: Use the same kind of paint that is already on the walls. For example, if your walls are painted with oil-base enamel--use oil-base enamel for the design. It may be harder to clean the brushes, but the design will adhere to the wall.

Everybody wins with this project, including the students. Students enjoy the graphic all year and the faculty is reminded of all the fun they shared.

Two schools that have used this team building exercise are T. A. Edison and J. B. Hood. If you ever have an opportunity, visit their cafeterias. (Both schools received good television and newspaper coverage of the project!).

FACULTY FAMILY

Adult Behavior

Objective: Professional -- The school staff will express a feeling of "family" that implies shared objectives, mutual concern and mutual sensitivity.

Rationale: Schools can be lonely places, especially for adults. Perhaps the most important improvement in education today should be improving the degree of adult-to-adult interaction within the school.

If teachers and school staffs want students to work together across racial classifications, to be friendly and supportive of one another, and to like school, the adults in the building must model this kind of behavior among themselves.

Educators must support one another, encourage new ideas, and discuss problems freely. If they cannot do these things, they withdraw into their own rooms or cliques, suspicion grows, defensiveness blocks growth, enthusiasm dies, and students suffer.

Friday afternoon staff development is not the time to share new information! People are tired, they are anxious for the weekend, they do not want to "start something new".

Activities that encourage positive interaction and team-building might prove to be the most productive way to use this time. These activities do not have to be formal, but they should be well organized and carefully planned; their purpose is very serious. Attendance should be expected just as attendance at any staff development program is expected. Several options might be offered, but administrators should participate both for their own benefit and to give support to the validity of purpose.

This list of activities has been submitted by teachers throughout the District; all have been used in various schools and have helped to eliminate barriers of many kinds in the faculties that used them.

Activities

1. School bowling league (also might be open to families of faculty members). Suggested by George O. Willis, William Brown Miller Elementary School.
2. Faculty lunchroom (gives teachers an opportunity to talk to other adults and relieve tension. Make it attractive! Most "professionals" have the option of going to nice restaurants for lunch -- teachers need the same kind of atmosphere to "re-group").
3. Teacher "show and tell" (each faculty member -- on a rotating basis -- shares hobby or special interest with group for 5 minutes before staff meeting). This can be interesting, fun, and gives everyone an opportunity to be in the limelight.
4. TGIF group that meets regularly at a particular place and is open for all to participate.
5. Social functions at the home of the principal are usually well attended.
6. Professional exchange day -- all teaching assignments, including principals and assistant principals, written on cards, placed in a box face-down. Each staff member draws a different assignment for half a day. Takes guts, but pays off eventually.
7. "Secret Santa" or "Secret Admirer" - each staff draws name and anonymously puts positive notes, etc. for a week. (Secret Pal).
8. Refreshments at end of school occasionally to encourage interaction before leaving the building.
9. Pre-school Social outside of school.
10. Coffee and donuts (Every Friday morning, meet for coffee and donuts at 7:30 a.m.).
11. Changing of seating arrangements at faculty meetings.
12. Name tag games or mixers at faculty meetings.
13. Old teacher phone new teacher; also, call old teacher before school.
14. End of day "tension game".
15. Staff intermural day -- dominos, cards, sports (held all over school from 2:00-3:45, although might last until 4:30). Gripe area for those who do not want to get involved.
16. First of the year -- Department chairman agrees and takes care of who is new in his/her department. In the first two weeks, a "buddy system".
17. Full staff development day. Covered dish luncheon.
18. Breakfast -- administrators do cooking.
19. Teacher awards -- can be serious or ridiculous.
20. Principal requires individual conference with each new teacher before school starts.

21. Faculty picnic on Friday night or night before school starts (or anytime!).
22. Resource page on each teacher (fill out 1st day and then hand back on 2nd day). Ditto and make available to entire faculty. Sheets should include skills, hobbies, trips, and special interests.
23. Progressive dinner from restaurant to restaurant or at staff members' homes.
24. Learn each other's first name (name games in faculty meeting or on staff development day).
25. Tour the school "feeder area" as a group; even better, go together on a bus.
26. Faculty volleyball or softball game, etc.
27. Christmas or after-school social; parties after games.
28. Faculty talent shows.
29. Social Hour once a week.
30. Do a drawing of what a typical teacher or typical student looks like for a staff development program.
31. Chili day.
32. A calendar of birthdays and special events of teachers.
33. First staff development day -- divide teachers into groups by using a number or a color. Then, give each group a few minutes to become acquainted with one another. Then, switch groups.
34. Away from the building activities -- field trip for teachers!
35. Pay day party -- blow off steam; everyone invited.
36. Working, planning a weekend retreat.
37. Reorganization of school into units with group planning programs and activities for all kids.
38. Bussed faculty to pro game.
39. Establishing an open climate that allows for free communications among staff.
40. Frequency and rotation of duties.
41. Talent and Fashion show.

Faculty meetings -- Suggestions:

Until teachers become motivated enough to meet their own needs, there is a purpose for directing creative attention in finding ways to get staffs together on school time.

1. Short, early meetings (¼ hour, assures ending).
2. Occasionally follow agenda of 1-2 items. This gives feeling of accomplishment. Use aides and support personnel to enable a group of teachers to have one period off for a planning session.

3. Make creative use of staff development days.
4. Combine professional and social meeting, picnic, and TGIF socials.

Important things to remember when planning a meeting:

1. Furniture arrangement -- circle-plan it as carefully as classroom.
2. Change the place of meeting, if possible.
3. Have several small group meetings rather than one huge one.
4. Share meeting leadership -- (select faculty member to conduct meeting). Then, pass out evaluation sheets and get feedback as to how the faculty responded to the leader.
5. Begin on a positive note.
6. Stroke one another, even for small success.
7. Meeting should be interesting (use films, tapes, students, experts, etc.)
8. Staff must keep talking to reach a consensus.

Tips:

- Nothing happens by accident.
- Someone must work persistently to plan these informal kinds of activities.
- Leadership for planning should rotate.
- Early activities might require structural grouping by the leaders to insure ethnic and sex mixtures and to avoid cliques or departments from staying together.
- Remember anything new will be met with much resistance. Don't give up!

WOMEN IN SCHOOL ADMINISTRATION

Adult Attitude/Behavior

Objective: Educators will identify historical reasons for the limited number of women in school administration.

Both male and female educators will recognize behaviors that can contribute to one's success as a school administrator.

Rationale: This is a cognitive activity that summarizes current information related to women in school administration.

Activity: Essay to be read as an individual or as a discussion starter.

DISD Women in School Administration -- reality versus wishful thinking

by Scherry Johnson

There is still much "informal" resistance to female administrators not withstanding the progress the Dallas Independent School District has made in placing women in administrative roles, both inside and outside individual schools. This resistance is a normal reaction to change and is to be expected.

In looking at the change process, you can identify this change (women assigned to administrative positions) as an institutional behavior change. What must follow this behavior change is hard work both by the women and their fellow administrators, to change individuals' awareness of the problems women may encounter and also attitudes of individuals in the institution toward female administrators in general.

Although there is a historical precedent for women in school administration, many people are surprised to learn that the number of women in secondary school leadership, superintendencies, and general school administration has declined since the 1930's. To deny this reality and to ignore the "informal", but "real", resentment of many (mostly male) administrators will not bring about change in their attitudes or awareness. Failure to admit and to appraise these feelings only serves to solidify negative behaviors in both the reluctant administrator and the neophite woman who is eager to move forward in her career.

Most female and minority administrators agree that they will accept the new institutional behavior, i.e. administrative placement, and worry about attitudes and awareness later. This is probably a valid position for those who have been denied access to these jobs. In order for the behavior to produce lasting results however, everyone involved must accept a share of responsibility for successful change.

Research shows that women have progressed slowly in school administration during the last three decades for several reasons. It is not the purpose of this project to produce lengthly documents, but it is important to list the most frequent explanations for the shortage of female administrators. Funderburk summarized the five most commonly stated reasons as follows:[1]

1. Women don't qualify for administrative positions because they lack the necessary academic background. (However, many women with credentials are not placed. A more subtle discrimination results from the fact that women who attend graduate school do not receive prestigious non-repayable fellowships. Rather, these women either pay their own way or depend on loans which must be repayed).

2. Proportionally fewer women than men aspire to administrative positions (Not surprising when you consider the socialization process that conditions women from aggressively attempting to enter areas where they feel unwanted or where they see little evidence that they will advance).

3. Women are more likely to interrupt their careers for child bearing and child rearing and thus have less experience. (Statistically, however, men have advanced *faster* and with *less* experience than women in comparable positions (Gross & Trask, 1965) and during the past fifteen years there has been a trend for women to continue their educational careers while bearing and rearing children (Schmuch, 1975).

4. Women have been excluded intentionally and unintentionally, from the informal socialization process in which aspiring male administrators learn "crucial trade secrets" (Epstein, 1970). Often, posting job openings is a formality and many administrators are recruited by "word of mouth". Many men still view women leaders as detracting from the prestige of the occupation. Recently, one local male administrator was complaining about the open admissions practice of Phi Delta Kappa and said that the "fraternity's prestige had fallen because women were accepted as members".

5. All of the above point to the lack of role models for women seeking entrance into the administrative field. Both men and women are influenced by "the ways things are".

The most frequently stated objection to female secondary administrators by local educators is the need for physical strength to handle discipline problems. Bach suggests that traditionally female approaches are more effective, (e.g., listening skills, assisting young people to control themselves, including students in the decision-making and planning processes). Bach believes these new tools are required of successful school administrators for today and the future.2

The fact remains that women are entering administrative roles in increasing numbers despite tradition, legitimate explanations for past omission and resistance from male peers. If women wish to be accepted as more than tokens, they must take the responsibility of earning the respect of their supervisors and co-workers. Of course, all administrators must know their school, faculty and education procedures. Certification does not guarantee good performance, but at least it guarantees that she has been exposed to the basics.

It's the little things that reinforce or destroy negative attitudes. Some of the things every woman needs to remember as she accepts her new administrative job are:[3]

1) Accept all the normal responsibilities that go with the job description -- don't cop out on attending a night function because your husband doesn't like for you to drive at night. Work

out the details before you accept the job. But, if you then agree to the assignment, take the bad with the good!

2) Do things for yourself. If you have a heavy box and a man standing by you picks it up, fine, but don't stand around waiting for him to do it. Next time, load things in two boxes. Also, if you can thread a sewing machine, you can thread a projector. If you don't know how, you need to learn.

3) Don't mistake courtesy for patronage. Some men have the habit of opening doors or lighting cigarettes for women. So what? If you will notice, you will see that men also open doors for other men. You can do the same things and should. Courtesy can be applied both ways between the sexes.

4) Don't fall into the rhetoric trap. Some men are miserable examples of humanity as are some women. You don't have to like all men, but if you go around taging all as "male chauvinist pigs, you are saying you hate half the human race,and you have the problem. Save your cries of "foul" and "injustice" for real fouls and real injustices and then fight like crazy. Don't become a one-line bore.

5) Don't let the men in the organization get away with always giving you the female jobs such as: note taking at meetings, coffee maker, or PTA representative, but do take your turn at those when the time comes. You are part of the team.

6) Don't blow it by bad management. Learn some management techniques that work for you and run your responsibilities accordingly.

7) Don't be afraid of feelings. Tiredness, pressure, personal problems will affect both you and the men you work with. There is always a need to listen and to comfort. But, don't use feelings as a weapon to manipulate the people you work with either.

And, never use sex as a tool. This leaves you vulnerable to criticism and school leaders cannot afford it!

8) Take care of yourself physically. A good school administrator needs all the energy she/he can muster.

The men who find themselves working with a woman as a peer also have responsibilities. Even if he thinks he doesn't like the situation, he can do many things to give her an opportunity to prove her worth. Some reasonable suggestions include:

1) Discuss her duties with her the first day so that both of you have a clear understanding of her roles and responsibilities. Remember, she is your peer, not your secretary.

2) Don't call her "girl" or "honey" unless you call your male peers "boy" and "buddy" - and, if you do, you might reexamine those behaviors.

3) She doesn't expect you to buy her lunch. If you are traveling or at a restaurant, you will probably get the tab, but unless you are "treating" the staff for some special occasion, split the expenses and the tip.

4) Assign her responsibilities that are normal for the job. If she is a new administrator, she may have some questions - don't we all when we are new on a job?

5) Don't call your secretary "my girl" or "my secretary" when you refer to her. You don't own her so use her name.

6) Be yourself around her. She is a member of the team and you can relax. If you normally open doors, light cigarettes, etc., for women, don't worry about it. Most women don't object to these gestures. If she is upset occasionally, it's o.k. It is not your job to rescue her. You are a professional and a human being

and you probably get upset occasionally. You may have been conditioned to show emotion in different ways, but you both may learn a lot from one another.

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[1] Funderburk, Kay, "Reasons for the Underrepresentation of Women in Educational Administration", Resource Collection Notebook prepared for Project FLAME, EPD Consortium, Richardson, Texas, 1977, pp. 59-61.

[2] Bach, Louise, "Of Women, School Administration and Discipline", Phi Delta Kappa, March, 1976, pp. 463-466.

[3] "So You Don't Want to be a Sex Object", Rocky Mountain Planned Parenthood, Denver, Colorado, pp. 9-18.

TITLE IX — IT'S THE LAW

Adult Awareness

Objective: Participants will have a basic understanding on the Title IX regulation and will correctly identify whether or not at least five complaints are Title IX infractions.

Rationale: Although Title IX was written in 1972 and the regulations became effective in July, 1975, many educators still do not understand its coverage. All educational programs, in any institution receiving federal funds, are covered by the law. Therefore, all educators should be familiar with Title IX. requirements and their institution's grievance procedure.

Materials: Copy of attached case examples and complaints. Your district's Title IX policy statement and grievance procedure. (DISD's Title IX policy statement and grievance procedure is included in this workbook.

The case examples can be used several ways.

Activity:

A. Use the attached case examples as a pre-test for your group.
Participants who are familiar with Title IX will be reminded of their responsibility.

B. If the staff development planner knows participants have not had Title IX training, a resource person can present a slide show or lecturette on Title IX coverage.
Then, case examples could be used to help participants clarify their application skills.

Case Examples taken from the Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D. C.

CASE EXAMPLES

Examples of discriminatory policies and practices in education institutions and agencies are provided below. Each case example has been adapted from an actual situation. One group of case examples is drawn from the experience of local education agencies; another group provides examples drawn from postsecondary institutions. It may be useful to read through each of the examples to determine the possible areas of discrimination and probable violations of Federal laws and regulations. A brief analysis of each example and the pertinent law or laws follow the final case example.*

Example 1

Ms. Chin, a counselor in one of District 41's secondary schools, has been employed by the District for the past eight years. As a classroom teacher she compiled an outstanding performance record; she completed a master's degree in the field of counseling and has consistently received outstanding ratings for her job performance as a counselor. Recently she has completed a second master's degree, this one in the field of school administration, and obtained the State credential for an administrative position.

This year Ms. Chin applied for the position of assistant principal at East High School. A male guidance counselor and a male physical education teacher also applied for the position. Neither of the men had been employed by the District for more than three years and neither had completed the requirements for the administrative credential. The physical education teacher, a white male, was selected for the job. When Ms. Chin asked for an explanation of the reason for the decision, the personnel office refused to provide a written or oral explanation.

Relevant law(s):

Example 3

Two vocational high schools are operated by the District. Boys are currently admitted to Jefferson Vocational High and girls to Washington Vocational High. Jefferson provides courses in printing, computer science and electronics which are not provided to students at Washington Vocational High School. A number of female students indicated their desire to study in those

Example 5

Barbara, a tenth grade student, is pregnant. According to School District policy, she must be excluded from regular classes and extracurricular activities as soon as her condition is obvious to others. Although special classes for pregnant students are provided, Barbara does not wish to attend these classes.

Relevant law(s):

Example 6

Vocational education courses offered in District 41's non-vocational high schools provide training and work experience in accounting, typing, shorthand, typesetting, mechanical drawing, and clerical sales which enable students to move into business and industrial positions upon graduation from high school. A work-study program is included, and many students work part of the school day in positions similar to those which they plan to enter following high school. Although both girls and boys are participating in all of the classes, the District maintains separate referral lists for boys and girls because some of the participating employers have stated that they will not accept either boys or girls for particular types of jobs. The same separate lists are maintained for postgraduation referral purposes, and the District refers boys and girls according to the employer's preference.

Relevant law(s):

Example 7

Ms. Martin, an experienced social studies teacher with an outstanding record of performance, has recently moved to the area included in District 41. She is interested in obtaining a position teaching social studies at the junior high school or senior high school level. She obtained an interview with a member of the District personnel office and explained her interest in securing a position in the area of social studies. The interviewer reviewed her record and recommendations and commented on them favorably. The interviewer indicated, however, that he was sorry that it would not be possible to offer her a position in the area of social studies since the social studies position open required a teacher who could also serve as coach for boys' basketball.

Relevant law(s):

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*Many of these case examples were drawn from information provided by the National Education Association.

Example 8

Ms. Ramirez has taught for seven years at one of the elementary schools within School District 41. She is expecting a child in six months. The District policy requires that pregnant women must stop teaching at least five months prior to the expected birth date. It also denies pregnant teachers any pay during this period, including accumulated sick leave pay. Ms. Ramirez is currently supporting her husband's completion of medical school. All her efforts to convince the school administration that she is medically able to complete the school year have failed. Her physician has advised the District that she is medically able to continue, but without results.

Relevant law(s):

Example 9

Juanita is a junior at West High School. She is an excellent swimmer and would like to swim competitively. She spoke to the coach of the varsity swim team about her interest and mentioned that her most recent time in the 300-meter medley was better than the times of three team members in the meet the week before. The coach said that although her time sounded good, District policy would not permit her to try out for the team because it limits membership to boys only. West High School offers volleyball and softball teams for girls and football, basketball, hockey, swimming, tennis and baseball for boys.

Relevant law(s):

Example 10

Seventh-grade students in School District 41 have completed several vocational interest inventories to determine the general direction of their vocational interests. Each student is provided a report of results indicating how his/her scores compare with those of other students of the same sex who completed the test. The report provided to female students is based upon a listing of such occupations as secretary, clerk, teacher, nurse, dental technician and other sex-stereotyped occupations. Similarly, the report provided to male students rates their interests in such vocations as auto mechanics, law, medicine, engineering and other sex-stereotyped occupations.

Relevant law(s):

ANALYSIS OF CASE EXAMPLES

Local Education Agency Examples

Example 1

Title VII of the Civil Rights Act, Title IX of the 1972 Education Amendments, and Executive Order 11246:

Although additional data would be needed to ascertain that Ms. Chin's nonpromotion to an administrative position was discriminatory, the evidence provided would suggest a general pattern of nonpromotion of women and a specific lack of consideration of Ms. Chin's credentials. Discrimination through nonpromotion of qualified women to administrative positions is prohibited by Title VII of the Civil Rights Act and Title IX of the 1972 Education Amendments. Because the District receives more than $10,000 in federal contracts, such discrimination would also be prohibited under Executive Order 11246.

Example 2

Titles VI and VII of the Civil Rights Act and Executive Order 11246:

Title VII states that selection and hiring of employees must be carried out without discrimination on the basis of race, color, religion, national origin, or sex. In this instance, the fact that a black male with relevant qualifications for the position was rejected in favor of a white male without the special education credential would suggest the possibility of discriminatory practices. Title VI would also apply to the extent that employment discrimination affects the beneficiaries of the program.

Example 3

Title IX of the 1972 Education Amendments:

The Title IX Regulation prohibits the provision of differential programs on the basis of sex. According to the Regulation, vocational schools operated by local education agencies may not be segregated on the basis of sex.

Example 5

Title IX of the 1972 Education Amendments:

No student may be compelled to attend a special program on the basis of pregnancy or related conditions. Furthermore, a pregnant student must be permitted to continue in her regular classes and activities unless there are medical contraindications of such participation. Certification of medical capability for continued participation in regular classes and activities may be required of pregnant students only when it is also required of students for other forms of temporary disability.

Example 6

Title IX of the 1972 Education Amendments and Title VII of the Civil Rights Act:

Although schools may provide referral services for employers, they are prohibited from maintaining sex-segregated referral lists. Maintenance of such lists for work-study purposes would be in violation of Title IX; maintenance of such lists for postgraduation referral would be a violation of Title IX and of Title VII of the Civil Rights Act.

Example 7

Title IX of the 1972 Education Amendments, Title VII of the Civil Rights Act, and Executive Order 11246:

The linking of job qualifications that would result in a disparate impact on the employment opportunities of members of one sex is prohibited by Title IX and by Title VII. Capability to provide social studies instruction must be the relevant qualification to be examined when hiring for a social studies position. Qualifications, requirements or criteria used for employee selection may not place a disparate burden on one sex unless such qualifications or criteria have been demonstrated to be valid predictors of success in the particular job under consideration and alternative criteria are not available.

Example 8

Title IX of the 1972 Education Amendments, Title VII of the Civil Rights Act, and Executive Order 11246:

The Title IX Regulation states that pregnant employees may not be forced to leave their positions at an arbitrary date established by administrative policy. The determination of the time at which a pregnant woman may be unable to continue professional duties must be made on the basis of medical consultation between a woman and her physician. Sick leave pay may not be denied for medical conditions related to pregnancy if it is provided for other forms of temporary disability. Similarly, Title IX and related case law require that pregnancy and medically-related conditions be treated as other forms of temporary disability.

Example 9

Title IX of the 1972 Education Amendments:

According to the Title IX Regulation, when overall competitive sports opportunities have been denied or limited for members of one sex, members of that sex must be permitted to try out for teams provided only on a segregated basis for members of the other sex when such teams do not involve contact sports. Thus, a female must be permitted to try out and be admitted to the male swim team if she can meet the objective standards established for participation and team membership.

Example 10

Title IX of the 1972 Education Amendments:

Sex discrimination in the use of counseling instruments and the provision of counseling services is prohibited by the Title IX Regulation. Provision of test results based on sex-differentiated norms is permitted only if boys and girls are provided with reports of their scores according to both sets of norms. Schools may not use tests or other materials for evaluating or counseling students which cover different occupational or interest areas unless their use is shown to be essential to the elimination of sex bias. Care must also be taken to ensure that students understand the meaning of such tests and are provided opportunities for clarification. Institutions using sex-differentiated instruments must be able to demonstrate that alternative instruments which do not so differentiate are unavailable and that the instruments are used in a nondiscriminatory fashion.

policy statement:

The passage of civil rights legislation over the past 20 years has reflected the awareness of the existence of inequality and a need to eliminate this problem.

Title IX of the Education Amendments of 1972 expanded the laws as they relate to discrimination on the basis of sex. Specifically, Title IX states: "No person in the United States on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

That means school systems all over the country must make sure that boys and girls alike receive appropriate counseling . . . equal access to classes and courses, athletics and physical education programs . . . equal treatment in discipline and instruction.

Title IX rules and regulations required educational institutions receiving Federal financial assistance to adopt a notification policy on or before October 21, 1975. The notification policy adopted by the Board of Education of the Dallas Independent School District on October 8, 1975, states:

The Dallas Independent School District does not discriminate on the basis of sex in the educational programs or activities which it operates, and is required by Title IX not to discriminate in such a manner. The district policy not to discriminate on the basis of sex in educational programs and activities extends to employment in and admission to such programs and activities. Inquiries concerning the application of Title IX may be referred to Mrs. Frances Allen, Assistant Superintendent — Adaptive Education for the Dallas Independent School District, whose office is located at 3700 Ross Avenue, Dallas, Texas 75204, telephone number 824-1620, extension 487.

sex discrimination in education:

Our children are frequently denied equal educational opportunity on the basis of their sex. Sex and racial discrimination limit the ability of all children to develop to their full potential.

The regulation to implement Title IX went into effect July 21, 1975. Educators must continue their efforts to ensure that each student is provided the experiences, skills and knowledge to make equal opportunity a reality in the schools.

School employees must act to inform themselves of the requirements of the law and to examine educational institutions to determine compliance with these laws, to modify any policies or programs which are discriminatory, and to implement activities and educational opportunities for those who have been discriminated against.

Para mas información sobre discriminación sexual, llame al Centro de Acción (824-5251) y pregunte por Obed Aguilar.

DISD grievance procedure:

level one

1. All grievances based upon Title IX must be presented orally to the Principal or immediate supervisor of the grievant within ten (10) days of the act or omission complained of and the Prinicpal or immediate supervisor and the grievant will attempt to resolve the matter informally.
2. If the grievant is not satisfied with the action taken or the explanation given by their Principal or immediate supervisor the grievant shall, within ten (10) days after meeting with their Principal or immediate supervisor, file a written statement with their Principal or immediate supervisor setting forth in detail how the grievant claims to have been discriminated against. This written statement shall contain, in addition to the above, the time, place, and nature of the alleged act or omission and must be signed by the grievant.
3. In the event the grievant does not submit to their Principal or immediate supervisor a written statement as required, their failure to do so shall be deemed as an acceptance of the informal decision rendered by their Principal or immediate supervisor.
4. After receipt of the written statement setting forth how the grievant was allegedly discriminated against, the Principal or immediate supervisor shall hold a hearing and render a decision in writing to the grievant within ten (10) days.
5. The written decision of the Principal or immediate supervisor shall be deemed to be accepted by the grievant unless the grievant notifies the Director in writing within ten (10) days of the date of the written decision of the grievant's intention to appeal the written decision of their Principal or immediate supervisor.

level two

1. Upon receipt by the Director of the written notice that the grievant intends to appeal the decision of their Principal or immediate supervisor, the Director shall notify the grievant in writing within five (5) days and shall advise the grievant of the date and time upon which the matter will be considered by the Director. The Director shall schedule a hearing on the matter no later than thirty (30) days from the date of receipt of the grievant's written notice of intention to appeal the written decision of their Principal or immediate supervisor.
2. The written statement submitted by the grievant to their Principal or immediate supervisor in Level One shall form the basis of the grievance before the Director. The grievant shall submit any and all additional information on their behalf which they desire to the Director in writing no later than five (5) days prior to the date upon which the matter is scheduled for hearing by the Director.
3. In the event the grievant does not personally attend the hearing scheduled by the Director, their failure to attend shall be deemed as an acceptance of the written decision rendered by their Principal or immediate supervisor at Level One.
4. The Director shall render a written decision within ten (10) days of the date upon which the matter was heard, and the decision of the Director shall be final.

dallas independent school district
3700 Ross Avenue
Dallas, Texas 75204

SOURCES FOR ADDITIONAL MATERIALS

AFT
Order Department
11 Dupont Circle, N. W.
Washington, D. C. 20036

Council for Interracial Books for Children
and Foundation for Change, Inc.
1841 Broadway (60 Street)
New York, N. Y. 10023

KNOW, Inc.
P. O. Box 86031
Pittsburgh, Pennsylvania 15221

National Education Association (NEA)
Washington, D. C. 20036

Resource Center on Sex Roles in Education
National Foundation for Improvement of Education
1201 16th Street, N. W.
Room 701
Washington, D. C. 20036

The Feminist Press
Box 334
Old Westbury, N. Y. 11568

University Associates Publishers and Consultants
7596 Eads Avenue
La Jolla, California 92037

RECOMMENDED READINGS

Early Settlers and the Revolutionary Period

Cheney, Cora. *The Incredible Deborah.* New York: Scribner, 1967. The story of Deborah Sampson, who, disguised as a man, fought in the Revolutionary War. gr. 5+

Clarke, Mary Stetson. *Petticoat Rebel.* New York: Viking, 1964. Novel set in the revolutionary era. About sixteen-year-old Candace who, when the schoolmaster goes off to fight in the war, takes over the school and insists on allowing girls to attend classes. Strong fighter for the education of women. gr. 6+

Crawford, Deborah. *Four Women in a Violent Time.* New York: Crown, 1970. Includes stories of Anne Hutchison, Mary Dyer, Deborah Moody, and Penelope Stout. gr. 5+

Dalgliesh, Alice. *The Courage of Sarah Noble.* New York: Scribner, 1954. Set in Connecticut in the 1700s. gr. 3+

Petry, Ann. *Tituba of Salem Village.* New York: Crowell, 1964. The story of a Barbados slave who was accused of being a witch in Salem. Excellent. gr. 6+

Speare, Elizabeth George. *The Witch of Blackbird Pond.* Boston: Houghton Mifflin, 1958. Set in colonial Connecticut in the 1680s, this Newberry Award winner deals with a young girl whose rebellion against the solemn strict Puritan life leads to a terrifying witch hunt. Good for a discussion of the hysteria and fear behind the witch trials. gr. 6+

Pioneers and the Move West

Bond, Gladys Baker. *A Head on Her Shoulders.* New York: Abelard, Shuman, 1963. When the father of a family of four children breaks his leg, the eldest daughter sets out to take the younger children to Idaho Territory. gr. 6+

Brink, Carol Ryrie. *Caddie Woodlawn.* New York: Macmillan, 1935. A book to be used with study questions: see discussion in the introduction to the bibliography and in the section on how to use books. gr. 4+

Casell, Maryanne. *Pioneer Girl.* New York: McGraw Hill, 1964. The collected letters of a fourteen-year-old pioneer girl in the late 1800s. gr. 6+

Cook, Olive Rambo. *Serilda's Star.* New York: McKay, 1959. Pioneer girl in Missouri whose quick thinking and sympathetic heart create both problems and unexpected joys. Nice relationship between brother and sister. gr. 3+

Lenski, Lois. *Indian Captive.* Philadelphia: Lippincott, 1941. A fictional account of the true story of Mary Jemison, who was captured by the Indians and chose to remain with them for the rest of her life. gr. 6+

Markley Miller, Helen. *Woman Doctor of the West: Bethenia Owens-Adair.* New York: Messner, 1960. The first graduate woman doctor in the West. She divorced her husband, and with a child to support alone, went to school to become first a teacher and later a doctor. She fought prejudice and ridicule to become a great physician, brilliant surgeon, and a fighter for women's rights. gr. 6+

Seymour, Flora. *Sacajawea: Bird Girl.* New York: Bobbs, Merrill, 1957. A warmly written account of Sacajawea's girlhood and her trip as Lewis and Clark's guide across western territory to Oregon. gr. 3+

Wilder, Laura Ingalls Wilder: *Little House in the Big Woods* (and series). New York: Harcourt Brace, 1953. The entire series is excellent for portraying the life of the pioneer family in America. Offers a human and realistic picture of the pioneer woman and children. The series is graduated in reading ability, the earlier books being suitable for gr. 2 and the latter books being suitable for 5+.

Abolitionist Movement and Civil War

Alcott, Louisa May. *Little Women.* New York. World Publishing, 1946. This classic story of a family of four girls set in civil war times is one of the few books which reflects the experience of women and children during a war. gr. 7+

Epstein, Sam and Beryl. *Harriet Tubman: Guide to Freedom.* Champaign, Ill.: Garrard, 1968. Black leader on the underground railroad. gr. 3+

Hoehling, Mary. *Girl Soldier and Spy: Sarah Emma Edmundson.* New York: Messner, 1959. Wonderfully written story of a girl's determination to make it up to her father for not having been born a boy, her rebellion against settling down to a life of marriage, and her bravery as a soldier and spy during the civil war disguised as a boy. gr. 6+

McGovern, Ann. *Runaway Slave: story of Harriet Tubman.* New York: Four Winds, 1965. Story of Harriet Tubman for young readers. gr. 1-4

Meltzer, Milton. *Tongue of Flame: the Life of Lydia-Maria Child.* New York: Crowell, 1965. Political writer and author of the first anti-slavery book in America. gr. 6+

Petry, Ann. *Harriet Tubman: Conductor on Underground Railroad.* New York: Crowell, 1955. Another child's biography of Harriet Tubman. Good account. gr. 6+

Rushmore, Robert. *Fanny Kemble.* New York: Macmillan, 1970. An actress ends her marriage to a southern plantation owner because of her conviction that slavery must be abolished. She published the diary she had kept while living on the plantation, exposing to the British public the evils of slavery. gr. 5+

Sterling, Phillip. *Four Took Freedom.* New York: Doubleday, 1967. Includes Harriet Tubman and Blanche K. Bruce. gr. 6+

Wise, Winifred. *Fanny Kemble: Actress, Author and Abolitionist.* New York: Putnam, 1966. Story of the actress' fight to end slavery. gr. 6+

Black Women: Black History

Brownmiller, Susan. *Shirley Chisolm.* New York: Archway, 1972. Excellent biography of a black, female member of the U.S. Congress. gr. 7+

Carruth, Ella Kaiser. *She Wanted to Read: the story of Mary McLeod Bethune.* Nashville, Tenn.: Abingdon, 1966. The story of a black woman educator who founded a school. gr. 3+

Fitzgerald, Edward. *I Always Wanted to Be Somebody: the story of Althea Gibson.* New York: Harper and Row, 1973. A famous female tennis player. gr. 5+

Jordan, June. *Fanny Lou Hamer.* 1973. Wonderful book for young readers about Fanny Lou Hamer's strong fight for the rights and dignity of Black people. gr. 3+

Meriwether, Louise. *Don't Ride the Bus on Mondays.* New York: Prentice Hall, 1973. The story of Rosa Parks and the beginnings of the bus boycott in the 60s. gr. 4+

Newman, Shrilee. *Marian Anderson: Lady from Philadelphia.* Philadelphia: Westminster, 1966. Photos plus narrative covering this black singer's career from high school days to her farewell concert at Carnegie Hall. gr. 5+

Peare, Catherine. *Mary McLeod Bethune.* New York: Vanguard, 1951. Black educator who opened a school in the 1800s. gr. 6+

Yates, Elizabeth. *Prudence Crandall: Woman of Courage.* New York: Dutton, 1955. Opened and reopened the first school for Negro girls in the North. gr. 6+

Turn of the Century: Social Change

Hay, Ella. *A Child's Life of Mary Baker Eddy.* Boston: Christian Science Press, 1942. Founder of the Christian Science Church. Biography suitable for preschool through gr. 4.

Lavine, Sigmund. *Evangeline Booth: Daughter of Salvation.* New York: Dodd, Mead & Co., 1970. Leader and general in the Salvation Army in the early 1900s. gr. 7+

Lader, Lawrence and Milton Meltzer. *Margaret Sanger: Pioneer of Birth Control.* New York: Crowell, 1969. Staunch fighter for the rights of women to birth control information. gr. 5+

Meigs, Cornelia. *Jane Addams: Pioneer for Social Justice.* Boston: Little, Brown & Co., 1970. Founder of Hull House, a settlement house in Chicago, and winner of the Nobel Peace Prize. Jane Addams was also a feminist. gr. 6+

Pace, Mildred. *Juliette Low.* New York: Scribners, 1947. The founder of the Girl Scouts. gr. 4+

Shulman, Alix. *To the Barricades: the Anarchist Life of Emma Goldman.* New York: Crowell, 1971. Feminist biography of the anarchist and wobblie leader. gr. 5+

Literature

Aldis, Dorothy. *Nothing is Impossible: the story of Beatrix Potter.* Boston, Atheneum, 1969. The lonely childhood and later life of the naturalist and writer of the Peter Rabbit stories. gr. 4+

Barth, Edna. *I'm Nobody, Who are You?* New York: Seabury, 1971. Life of Emily Dickinson, poet, gr. 3+

Franchere, Ruth. *Willa: Story of Willa Cather's Growing Up.* New York: Crowell, 1972. Easy reading. Book focuses on childhood of this midwestern writer, author of *My Antonia.* gr. 3-6.

Kyle, Elisabeth. *Girl with a Pen: Charlotte Bronte.* New York: Holt, Rinehart, Winston, 1964. gr. 5+

Longsworth, Polly. *Emily Dickinson: Her Letter to the World.* New York: Crowell, 1965. The life and poetry of Emily Dickinson. gr. 6+

Meigs, Cornelia. *Invincible Louisa.* Boston: Little, Brown & Co., 1968. Story of Louisa May Alcott, author of *Little Women.* gr. 6+

Muir, Jane. *Famous Modern American Women Writers.* New York: Dodd, Mead & Co., 1959. Includes Emily Dickinson, Laura Ingalls Wilder, Willa Cather, Eudora Welty, Jessamyn West, Pearl Buck, Amy Lowell, Gertrude Stein. gr. 6+

Vipont, Elfrida. *Weaver of Dreams: Girlhood of Charlotte Bronte.* New York: Walck, 1966.

Vipont, Elfrida. *Towards a High Attic: George Eliot.* New York: Holt, Rinehart, Winston, 1971.

Women in Science and Medicine

Baker, Rachel. *First Woman Doctor: the story of Elizabeth Blackwell.* New York: Messner, 1946. gr. 6+

Baker, Rachel and Joanna Baker Merlen. *America's First Woman Astronomer: Maria Mitchell.* New York: Messner, 1960. Maria Mitchell fought prejudice to become the first woman elected to the American Academy of Arts and Sciences. She discovered an unknown comet, and in her later years joined the struggle for women's rights. (written by a mother and daughter team) gr. 6+

Crawford, Deborah. *Lise Meitner: Atomic Pioneer.* New York: Crown, 1969. gr. 6+

deLeeuw, Adele. *Marie Curie, Woman of Genius.* Champaign, Ill.: Garrard, 1970. gr. 5

Douty, Esther M. *America's First Woman Chemist: Ellen Richards.* New York: Messner, 1961. Ellen Richards was a student of Maria Mitchell's and the first woman student at MIT. gr. 6+

Fleming, Alice. *Doctors in Petticoats.* New York: Lippincott, 1964. Collection of short biographies of women doctors. gr. 6+

Grant, Madeleine. *Alice Hamilton: Pioneer Doctor in Industrial Medicine.* New York: Abelard-Schuman, 1968. gr. 6+

Harmelink, Barbara. *Florence Nightingale: Founder of Modern Nursing.* New York: Franklin Watts, 1969. gr. 6+

Heyn, Leah Lurie. *Challenge to Become a Doctor: the story of Elizabeth Blackwell.* Old Westbury, N.Y.: Feminist Press, 1971. gr. 3+

Hume, Ruth. *Great Women of Medicine.* New York: Random House, 1964. gr. 6+

Markley Miller, Helen. *Woman Doctor of the West: Bethenia Owens-Adair.* New York: Messner, 1960. (see description under Pioneers and Move West)

Riedman, Sarah. *Men and Women Behind the Atom.* New York: Abelard-Schuman, 1958. gr. 6+

Sterling, Phillip. *Sea and Earth: the life of Rachel Carson.* New York: Crowell, 1970. gr. 5+

Thorne, Alice. *Story of Madame Curie.* New York: Grosset and Dunlap, 1959. Excellent biography of Marie Curie, discoverer of radium, as a scientist, professor, wife and mother. Shows a good working relationship between husband and wife. Illustrates Marie Curie's determination to become a scientist.

Yost, Edna. *Women of Modern Science.* New York: Dodd, Mead, 1959. gr. 6+

Aviators, Reporters

Auriol, Jacqueline. *I Live to Fly.* New York: Dutton, 1970. About a female test pilot.

de Leeuw, Adele. *The Story of Amelia Earhart.* New York: Grosset and Dunlap, 1955. Good biographical account showing Amelia Earhart's extraordinary courage, her unusual relationship with her husband George Putnam, her belief that women must try things "as men have tried. When they fail, that failure must be but a challenge to others." gr. 4+

Graves, Charles. *Nellie Bly.* Champaign, Ill.: Garrard, 1971. About Nellie Bly, a woman reporter who traveled around the world in less than 80 days.

Hahn, Emily. *Around the World with Nellie Bly.* Boston: Houghton Mifflin, 1959. Another biography of Nellie Bly, reporter. gr. 4+

Collections

Nathan, Dorothy. *Women of Courage.* New York: Random, 1964. Well written biographical accounts of the lives of Amelia Earhart, Margaret Mead and others. gr. 5+

Ross, Pat. *Young and Female.* New York: Random, 1972. Turning points in the lives of Shirley MacLaine, Shirley Chisholm, Dorothy Day, Emily Hahn, Margaret Sanger, Althea Gibson, Edna Ferber, Margaret Bourke White. gr. 6+

Politics

Brownmiller, Susan. *Shirley Chisolm.* New York: Archway, 1972. Biography, with photos, of Shirley Chisolm's early involvement in politics, culminating with her election to the U. S. Congress. gr. 4+

Davidson, Margaret. *Story of Eleanor Roosevelt.* New York: Four Winds, 1969. Written for young readers, this biography covers the emergence of Eleanor Roosevelt from the President's wife to a political force in her own right. gr. 3+

Garnett, Emmeline. *Madame Prime Minister: the story of Indira Gandhi.* New York: Farrar, Straus & Giroux, 1967. Biography of the female leader of India. gr. 6+

Graves, Charles. *Eleanor Roosevelt.* Champaign, Ill.: Garrard, 1966. Another young people's biography of Eleanor Roosevelt. gr. 3+

Lawson, Don. *Frances Perkins: First Lady of the Cabinet.* New York: Abelard Schuman, 1973. First female Secretary of Labor, under the Roosevelt Administration.

Single Strong Voices

Brown, Marion and Ruth Crone. *The Silent Storm.* Nashville, Tenn.: Abingdon, 1970. The story of Annie Sullivan, teacher of Helen Keller. gr. 6+

Frank, Anne. *The Diary of a Young Girl.* New York: Doubleday, 1967. Autobiography of a young Jewish girl in hiding with her family from the Nazis during WW II. gr. 6+

Graff, Polly Anne and Stewart. *Helen Keller: Toward the Light.* Champaign, Ill.: Garrard, 1963. Story of Helen Keller's remarkable struggle as a deaf, blind, and mute child to communicate with the world. gr. 2

Hickok, Lorena. *The Story of Helen Keller.* New York: Grosset and Dunlap, 1958. Another biography of Helen Keller, this one suitable for fourth grade and up. gr. 4

Kosterina, Nina. *The Diary of Nina Kosterina.* (trans. by Mirra Ginsburg) New York: Crown, 1968. Diary of a Russian girl during Stalin's reign, suggested for *better* readers.

Nakamoto, Hiroko and Mildred Pace. *My Japan, 1930-1951.* New York: McGraw Hill, 1970. Story of a young girl from a wealthy family growing up in Japan and the effects of war on her life. gr. 5+

The Arts

Cavanah, Frances. *Jenny Lind and Her Listening Cat.* New York: Vanguard, 1961. Jenny Lind's struggle to become a singer. Set in her childhood. gr. 3+

Kyle, Elizabeth. *Duet: the story of Clara and Robert Schumann.* New York: Holt, Rinehart Winston 1968. A marriage between two great musicians. gr. 5+

Malvern, Gladys. *Dancing Star: the story of Anna Pavlova.* New York: Messner, 1942. Famous Russian prima ballerina. The story of her dedication, and hard work in becoming one of the greatest dancers. gr. 6+

Neilson, Frances and Winthrop. *Seven Women: Great Painters.* Philadelphia: Chilton, 1969. Collection of biographies of seven women artists. gr. 6+

Tobias, Tobi. *Maria Tallchief.* New York: Crowell, 1972. Native American girl who became a great dancer. gr. 3

Suffrage

Beatty, Patricia. *Hail Columbia.* New York: William Morrow, 1970. A suffragist Aunt deals with narrow-minded people in the 19th c. fiction.

Bernard, Jacqueline. *Journey Toward Freedom: Life of Sojourner Truth.* New York: Norton, 1967.

Bryan, Florence. *Susan B. Anthony: Champion of Women's Rights.* New York: Messner, 1947. Story of Susan B. Anthony, fighter for women's rights.

Faber, Doris. *Lucretia Mott: Foe of Slavery.* Champaign, Ill.: Garrard, 1971. gr. 3

Faber, Doris. *Oh, Lizzie! The Life of Elizabeth Cady Stanton.* New York: Lothrop, Lee and Shepard, 1972. Story of the childhood and adult life of this fighter for the rights of women. gr. 5+

Faber, Doris. *Petticoat Politics: How American Women Won the Right to Vote.* New York: Lothrop, Lee and Shepard, 1967. The history of how the suffrage movement began, developed. Focus on the leaders of the movement. gr. 5+

Hall, Elizabeth. *Stand Up, Lucy.* Boston: Houghton Mifflin, 1971. A novel set in the early 1900s of Lucy's fight against the prejudice of her father and school, and her fight for women's rights. gr. 3

Peterson, Helen Stone. *Susan B. Anthony: Pioneer in Women's Rights.* Champaign, Ill.: Garrard, 1971. Encompasses the life and fights of Susan B. Anthony. Easy reading. gr. 3+

✱ FICTION:
Books for Liberated Reading

Amerman, Lockhart. *Cape Cod Casket.* New York: Harcourt, Brace and World, 1964. Jonathan Flower baby-sits two precocious children during a summer full of mystery. Lucy, an intelligent girl saves the day at the crucial moment by firing a cannon. gr. 7+

Bacon, Martha. *Sophia Scrooby Preserved.* Boston: Little, Brown, 1968. Pansy, a bright, courageous and talented African slave girl is sold to a family in New Haven in the 1700s, and goes through many adventures before winning fame as a singer at Covent Gardens in England. Not to be read for historical accuracy because of the unusual circumstances of her slavery and escape, but a good novel of a strong female. gr. 6+

Bagnold, Enid. *National Velvet.* New York: Morrow, 1949. A young girl who loves horses enters a race disguised as a boy and wins. gr. 6+

Baum, Frank. *The Wizard of Oz.* Chicago: Reilly & Lee, 1908. Courageous, intelligent and loving Dorothy's adventures. gr. 4

Bawden, Nina. *Squib.* New York: Lippincott, 1971. Characters fall into fairly typical roles, but the story depicts a friendship between a boy and a girl and a child being raised by a single working mother. The main character, a girl, deals with the death of a father and younger brother. gr. 4+

Boston, Lucy. *Treasure of Green Knowe.* New York: Harcourt, Brace, 1958. A blind girl in 18th century England learns to be independent, her ghost still haunts the house. gr. 6+

Brink, Carol Ryrie. *Caddie Woodlawn.* New York: Macmillan, 1935. A book to be used with study questions, see discussion in introduction to the bibliography and in section on how to use books. gr. 4+

Bruckner, Karl. *Day of the Bomb.* New York: Van Nostrand, 1963. Fictionalized story of the life of Sadako Sasaki, the "Anne Frank of Hiroshima," first person to die of radiation sickness more than ten years after the bombing. There is a statue erected in her memory at the Peace Park in Hiroshima. gr. 6+

Burch, Robert. *Queenie Peavy.* New York: Viking, 1966. The school tomboy, whose father is in prison. Queenie is a girl who grapples with the difficulties of a father in prison by becoming the school smart aleck and bully. Good book with minor cop-out ending. Use with study questions. gr. 4+

Burnett, Frances. *Secret Garden.* New York: Lippincott, 1911. Mary, an ill tempered orphan, discovers a garden and a friend. Good non stereotypic portrayal of a boy and of a friendship between a boy and a girl. gr. 6+

Byars, Betsy. *Go and Hush the Baby.* New York: Viking, 1971. A big brother has fun babysitting. gr. 3+

Cameron, Eleanor. *A Room Made of Windows.* New York: Little, Brown and Co., 1971. Young girl's struggle to become a writer and accept her mother's wish to get remarried. gr. 4+

Carpenter, Frances. *Tales of a Chinese Grandmother.* New York: Doubleday, 1937. Tales told by a grandmother.

Carroll, Lewis. *Alice in Wonderland.* New York: Franklin Watts, 1907.

Cleaver, Vera and Bill. *Where the Lilies Bloom.* New York: Lippincott, 1969. Young Appalachian girl's desperate, resourceful attempt to keep her family together after their father's death. gr. 6+

Constant, Alberta. *The Motoring Millers.* New York: Crowell, 1969. A young girl wins an automobile race. gr. 4+

Daringer, Helen Fern. *Stepsister Sally.* New York: Harcourt, Brace and World, 1966. A young girl adjusts to life with her remarried father, her new stepbrother and stepsister. gr. 4+

DeJong, Meindert. *Tower by the Sea.* New York: Harper and Row, 1950. The villagers set out to burn the wise woman who keeps an odd-eyed cat, as a witch. Study of prejudice and fear. gr. 6+

Engdahl, Sylvia. *Enchantress from the Stars.* New York: Atheneum, 1970. A young girl becomes involved in an inter-planetary intrigue. gr. 6+

Enright, Elizabeth. *The Saturdays.* New York: Dell, 1966. A motherless family of boys and girls who enjoy each other's company. gr. 4+

Eyerly, Jeanette. *A Girl Like Me.* New York: Lippincott, 1966. Problems of unwed motherhood. gr. 6+

Fitzhugh, Louise. *Harriet the Spy.* New York: Harper and Row, 1964. Harriet stops at nothing in collecting data for her spy notebook. gr. 4+

Forbes, Kathryn. *Mama's Bank Account.* New York: Harcourt, Brace and World, 1943. A strong mother guides her Norwegian family through the painful and gradual process of Americanization. Working class family. gr. 6+

Faulkner, Georgene and John Becker. *Melindy's Medal.* New York: Messner, 1945. An eight year old black girl earns a medal for bravery. Story includes unusual family situation (family of Melindy, her father and her grandmother) and bits of black history. gr. 4+

Fisher, Dorothy Canfield. *Understood Betsy.* A pale and frightened little girl becomes rosy, strong and capable under the influence of two aunts and an uncle who take her in. Unusual adult role models and good strong female character. gr. 4+

Gates, Doris. *Blue Willow.* New York: Viking Press, 1948. Realistic and strong portrayal of a young girl in a migrant family. gr. 4+

Gripe, Maria. *The Night Daddy.* New York: Delacorte, 1971. A young girl whose mother works nights has an eccentric male babysitter.

Gripe, Maria. *Hugo and Josephine.* New York: Dell, 1969. In spite of the protector role which Hugo plays for Josephine, this is a lovely story of a friendship between a boy and a girl. gr. 3+

Hautzig, Esther. *The Endless Steppe. Growing Up in Siberia.* New York: Crowell, 1968. True story of the author's childhood as a prisoner of the Russians during World War II. Large print, but complex style. gr. 6+

Hunter, Kristin. *The Soul Brothers and Sister Lou.* New York: Scribners, 1967. Contemporary story about a black girl and her friends in an urban ghetto. gr. 6+

Jackson, Jesse. *Tessie.* New York: Harper and Row, 1968. A bright black girl faces an exclusive all white private school. gr. 6+

Klein, Norma. *Mom, the Wolf Man and Me.* New York: Pantheon, 1972. An independent, illegitimate child doesn't think her mother ought to get married. gr. 7+

Konigsburg, Elaine. *George.* New York: Atheneum, 1970. George is a little man who lives inside the hero's head, and makes it impossible for the boy to pursue a purely intellectual approach to life. George keeps telling him feelings are also important. gr. 4+

Konigsburg, Elaine. *Jennifer, Hecate, Macbeth, William McKinley and Me, Elizabeth.* New York: Atheneum, 1967. A black girl and a white girl share adventure and friendship. gr. 4+

Lansing, Elizabeth Hubbard. *Liza of the Hundredfold.* New York: Archway, 1969. A pioneer girl's struggle with expected sex role behavior and her chance to prove herself.

Lenski, Lois. *Judy's Journey.* New York: Lippincott, 1947. A young girl in a migrant family. gr. 4+

Lenski, Lois. *Strawberry Girl.* New York: Lippincott, 1945. In the language of a Florida strawberry family, this book tells the story of a young girl's desire for an education and an organ. gr. 4+

Lindgren, Astrid. *Pippi Longstocking.* New York: Viking, 1950. A series about an adventurous ten-year-old girl on her own. gr. 4+

Matsutani, Miyoko. *Witches Magic Cloth.* New York: Parents Magazine Press, 1969. Japanese folk tale with strong female characters and beautiful illustrations. gr. 3+

Minsky, Reba. *Thirty-one Brothers and Sisters.* New York: Dell Yearling PB, 1973. Books about the daughter of a Zulu chief. With a strong female character, this book excitingly and sensitively deals with issues such as the conflict between western medicine and traditional African healers. This entire series is useful. gr. 5+

Murray, Michele. *Nellie Cameron.* New York: Seabury, 1971. A wonderful story about a young black girl growing up in Washington, D.C., her struggle to learn to read. gr. 4+

Nevin, Evelyn. *The Extraordinary Adventures of Chee Chee McNerney.* New York: Four Winds, 1971. A girl and her hunting party search for gold in Alaska. gr. 4+

Neville, Emily. *The Seventeenth Street Gang.* New York: Harper and Row, 1966. The story of a neighborhood gang of both boys and girls, set in New York City, light and humourous. gr. 4+

O'Dell, Scott. *Island of the Blue Dolphins.* Boston: Houghton, Mifflin, 1960. A strong Indian girl survives 18 years alone on an island. gr. 6+

O'Dell, Scott. *Sing Down the Moon.* Boston: Houghton, Mifflin, 1970. A Navajo woman defies the white man by living with her husband and son on land taken from her people. gr. 6+

Rankin, Louise. *Daughter of the Mountains.* New York: Viking, 1948. Momo walks from the high mountains of Tiber, to Calcutta, in search of her dog which was sold against her wishes by her father. gr. 6+

Sawyer, Ruth. *Roller Skates.* New York: Viking, 1936. A young girl's roller skate adventures in New York in the 1890s. Quick-tempered, stubborn, astute and sympathetic all at once. gr. 6+

Seredy, Kate. *The Good Master.* New York: Viking, 1935. Although the characters fall into stereotyped roles, this book set in Hungary, shows truly human, sensitive relationships and characters. About Jancsi, a young boy, and his mischievous cousin Kate. gr. 4+

Snyder, Zilpha Keatley. *The Changeling.* New York: Atheneum, 1970. Excellent story of the friendship between two girls, their struggle between wanting to conform and fit in, and yet feeling that inside they were really different. gr. 4+

Sterling, Dorothy. *Mary Jane.* New York: Scholastic Books, 1959. Excellent, fictional account of one of the first black students attending a white junior high school. gr. 6+

Stolz, Mary. *A Wonderful, Terrible Time.* New York: Harper and Row, 1967. The experience of two black girls in summer camp. Sensitive portrayal of the different feelings and reactions of the two girls. gr. 4+

Stramm, Claus. *Three Strong Women: A Tall Tale from Japan.* New York: Viking, 1962. Three women teach a man how to become wealthy by wrestling in public. gr. 4+

Streatfield, Noel. *Ballet Shoes.* New York: Random House, 1950. Story of three orphan girls in a stage academy. Pauline becomes an actress, Posy becomes a dancer, but Petrova is only interested in motors and takes up flying as soon as she can. gr. 4+

Taylor, Sydney. *All of a Kind Family.* Chicago: Follett, 1951. A series about a Jewish family on the Lower East Side of New York City. Five girls in the family. Good portrayal of Jewish culture, warm treatment of family relationships. Should be used with study questions about the role of women, for example, when the father is praying that the new child be born a boy. gr. 4+

Watson, Sally. *Other Sandals.* New York: Holt, Rinehart and Winston, 1966. Wild Devra from the Kibbutz and self-pitying Etyan from Tel Aviv change places for the summer. Etyan learns to get along with other people and Devra helps an Arab girl become a nurse. Interesting view of a country where equality of the sexes is written into the law. gr. 6+

Wilder, Laura Ingalls. *Little House in the Big Woods* (and series). New York: Harper & Row, 1953. Entire series is excellent for portraying the life of the pioneer family in America. Offers a human and realistic picture of the pioneer woman and female children. gr. 2+ Series is progressively more difficult: last book suitable for gr. 5+

White, E. B. *Charlotte's Web.* New York: Harper & Row, 1952. gr. 4+